

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
9:30 A.M.  
Room EW41  
Tuesday, January 09, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Organizational Meeting	

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, January 09, 2018

**TIME:** 9:30 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Scanlin), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Kari Overall, Sue Wigdorski, Idaho Education Association; Tracie Bent, Mike Keckler, Idaho State Board of Education; Murphy Olmstead, Jane Wittmeyer, Coalition of Idaho Charter School Families; Carlie Foster, Jason Kreizenbeck, Lobby Idaho, LLC; Marilyn Whitney, Governor's Office; Roger Brown, Boise State University; Rob Winslow, Idaho Association of School Administrators; Harold Otter, Idaho Rural Schools Administrators; Dennis Stevenson, Idaho Rules Coordinator; Gary Lough, Education Networks of America; Blake Youde

**Chairman VanOrden** called the meeting to order at 9:31 a.m.

**Chairman VanOrden** welcomed **Rep. Ehardt** and **Rep. Scanlin** to the committee. She introduced the secretary and the page to the committee and asked the page to introduce herself. **Kayla Wills** said she was a senior at Rocky Mountain High School in Meridian. After graduation, she plans to study elementary education at Utah State University. Chairman VanOrden asked the committee to introduce themselves. After introductions, she explained that subcommittees to review administrative rules would be organized at the next meeting. There will be three subcommittees to review twenty-five rules. She added that one of the administrative rules may be referred to the Agricultural Affairs Committee.

**Chairman VanOrden** said agencies or individuals interested in legislation are encouraged to make an appointment to visit with her. She explained the House Education Committee was chosen to conduct a pilot project on remote testimony. Several locations around the state of Idaho have been chosen as remote testimony sites. When people testify at these sites, it will be like they are in the committee room. They will be asked to watch a video on protocol before the meeting. If the pilot is successful, other committees will be set up to use remote testimony technology. Chairman VanOrden said she thinks the ability to participate from other parts of the state will be good for the citizens of Idaho. In response to questions from the committee, Chairman VanOrden said only some of the legislation which goes through the Education Committee would be used for the pilot project.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:50 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**10:00 A.M.**  
**Room EW41**  
**Thursday, January 11, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Administrative Rules Procedures	Dennis Stevenson, State of Idaho Rules Coordinator

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Scanlin)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, January 11, 2018

**TIME:** 10:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representative(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Scanlin), McCrostie, Toone

**ABSENT/  
EXCUSED:** Representative(s) Shepherd, Syme, Kloc (Scanlin)

**GUESTS:** Brad Hunt, Dennis Stevenson, Department of Administration; Sue Wigdorski, Kari Overall, Matt Compton, Idaho Education Association; Harold Ott, Idaho Rural School Administrators; Blake Youde; Kate Haas, Kestrel West; Helen Price, State Department of Education; Clark Corbin, Idaho Education News

**Chairman VanOrden** called the meeting to order at 10:02 a.m.

**Chairman VanOrden** said **Rep. McCrostie** had volunteered to be one of the minutes proofreader, and she asked for a volunteer from the majority members. **Rep. Amador** volunteered to be the other proofreader.

**Vice Chairman McDonald** explained that February 5th was the deadline for administrative rules review by the subcommittees which had been assigned. The subcommittees will give their regular reports to the full committee on February 6th. Enough time in the committee calendar has been reserved that each subcommittee may schedule as many as three days, if needed, for their administrative rules review. Rep. McDonald told committee members to let him know if they had questions. **Chairman VanOrden** listed the chairmen of the three subcommittees: **Rep. Kerby**, **Rep. Syme**, and **Rep. Mendive**. She said they may schedule the regular committee room for their subcommittee meetings.

**Dennis Stevenson**, Administrative Rules Coordinator, Department of Administration, gave a summary of the administrative rules process for agency changes to administrative rules. He explained that after the agency conducts public hearings, any changes are submitted to the Idaho Legislative Services Office. They are reviewed by a germane joint subcommittee, which has veto power over the rules. The administrative rules are then published online in the Administrative Bulletin, before the legislature reviews them. The Administrative Bulletin has links to the germane joint subcommittee analysis. When reviewed by the legislative subcommittees, the committee must decide if the rule making meets the legislative intent of the Idaho Code which grants the agency rule-making authority. Pending Rules may be rejected in whole or in part. If the legislature takes no action, the rules become final and effective at the end of the session. Pending Rules must be rejected by a concurrent resolution. Pending Fee Rules are not yet in effect, and they never become final and effective if the legislature takes no action. They must be approved by concurrent resolution to become final and effective. Temporary Rules went into effect during the previous calendar year without legislative review, but they do not survive past the end of the session unless extended by concurrent resolution. Mr. Stevenson said committee members may contact him or Ryan Bush if they have questions.

**Chairman VanOrden** said the committee would be hearing presentations from institutions of higher education during Education Week in two weeks, but many days have been made available in the next three weeks for the subcommittees to review their administrative rules dockets.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:17 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**SYME SUBCOMMITTEE**  
Syme  
**9:00 A.M.**  
**Room EW41**  
**Monday, January 15, 2018**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>08-0202-1703</u></a>	Rules Governing Uniformity - Accreditation	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education
<a href="#"><u>08-0202-1705</u></a>	Rules Governing Uniformity - Idaho Educator Credential and Evaluation	Tracie Bent
<a href="#"><u>08-0202-1707</u></a>	Rules Governing Uniformity - Transportation	Tracie Bent

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman Syme  
Rep.Cheatham  
Rep.Amador  
Rep.Ehardt  
Rep.Toone

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**SYME SUBCOMMITTEE**  
Syme

**DATE:** Monday, January 15, 2018  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman Syme, Representatives Cheatham, Amador, Ehardt, Toone  
**ABSENT/  
EXCUSED:** None  
**GUESTS:**

James Orr, Shauna Wheelwright, Layne McInelly, Peggy Hoy, Carla Corbridge, Tiffany Watts, Kari Overall, Sue Sigdorski, Joel Williams, Lori Steiniker, Idaho Education Association; Nick Veldhouse, Idaho Association of Highway Districts; Tracie Bent, Mike Veckler, Idaho State Board of Education; Karen Echeverria, Idaho School Boards Association; Dale Kleinert, Northwest Accreditation Commission, AdvancED; Dennis Stevenson, Rules Coordinator, Department of Administration; Clark Corbin, Idaho Educational News

**Chairman Syme** called the meeting to order at 9:00 a.m. He welcomed the guests and speakers to the committee.

**DOCKET NO. 08-0202-1703:** **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, spoke to **Docket No. 08-0202-1703**. She explained that the State Board of Education has an additional step in the rule-making process, that other agencies do not have. The administrative rule changes also have to go before the board members, which is an additional opportunity for the public to comment on agency rule changes.

**Ms. Bent** explained that Section 33-119 specifies the accreditation requirements for schools, including private and parochial schools. The agency is striking wording which conflicts with code in IDAPA 08.02.02 stating accreditation is voluntary for private and parochial school. The proposed change in the language would strike the reference in Administrative Code, leaving the language in Section 33-119, Idaho Code. This rule also updates language regarding the Northwest Accreditation Commission. The removal of the existing subsection 140.02 removes the reference to Continuous School Improvement Plans. Section 33-320, Idaho Code, was enacted after this language was included in Administrative Code. Provisions regarding school district continuous improvement plans are now governed by Section 33-320, making this language unnecessary.

The section being added in Subsection 03, concerning residential schools, merely states that residential schools must also meet applicable health and safety standards in Idaho Code to be considered fully accredited by the State Board of Education. The Board of Education only evaluates the academic program, not the health and safety standards, of residential schools. However, if the Board is made aware of a health or safety concern, they can bring it to the attention of the Department of Health and Welfare. Regarding Subsection 04, the Board is providing more information regarding what is in the accreditation report.

In response to questions from the committee, **Ms. Bent** said the Idaho School for the Deaf and Blind is an example of a residential school, because students live on the school campus, not at home, during the school week. There are also private residential schools. The health and safety requirements are being added to Idaho Code, as an accreditation requirement. She added that Section 39-1210 makes it clear the requirements do not apply to students who are being home schooled.

**Dale Kleinert**, Northwest Accreditation Commission Division of AdvancED, spoke **in support** of the rule docket. He said some residential schools are moving away from a therapeutic environment, which has created a gap in the Health and Welfare oversight. The State Board of Education accredits academic programs, not health and safety, he added, but the Board works closely with the Department of Health and Welfare to insure compliance with health and safety requirements. In response to questions from the committee, Mr. Kleinert said the State Board of Education contacts Health and Welfare if it sees health or safety problems, or if people report health or safety problems to the Board.

**Ms. Bent** added that adding the language concerning health and safety standards insures that, even if the schools pass the accreditation requirements, they still have to pass the Health and Welfare requirements. The State Board of Education uses Northwest Accreditation to accredit educational institutions. The legislature approved a bill to clean up the Health and Welfare section of code.

**MOTION:**

**Rep. Amador** made a motion to recommend that the full committee approve **Docket No. 08-0202-1703. Motion carried by voice vote.**

**DOCKET NO.  
08-0202-1705**

**Tracie Bent** explained the changes in this rule docket. She said many of them are technical, to maintain consistency with the rest of Idaho Code. For example, Pupil Personnel Services Certificate is being changed to Pupil Services Staff Certificate, and that category of employee is required to have a professional learning plan. The significant changes are the following: 1. Language has been added which covers institutional recommendations. The proposed changes will make technical corrections to the existing definition of an institutional recommendation, to differentiate between the institutional recommendations which are required for instructional staff, and the one required for administrators. 2. Educators asked the Board to make the material regarding the three semester required Frameworks Class more consistent. 3. The Code of Ethics section will now apply to all certified staff, including those employed under an interim certificate. 4. Language requiring teachers on an Interim Certificate to start a mentor program their third year has been removed, because the Interim Certificate can only be used for three years. 5. Language was added to clarify that professional development credits must be taken during the valid certificate period, not prior to it. 6. One piece of language is outdated, and not something the Board can regulate. 7. Language allowing unofficial college transcripts to be used has been added, due to the length of time it takes to acquire official transcripts. 8. Pupil Service Staff Certificate Holders are included in the evaluation policy, and their standards will be aligned with the profession's national standards. 9. At least one evaluation must include a rating for all components of the professional standards used for evaluation of certified personnel, to be consistent with Idaho Code. 10. Restores the school district administrator policy requirement regarding communication for consistency between the instructional staff evaluation policy and the administrator policy.

In response to a question from the committee, **Dennis Stevenson** said the committee can recommend the whole committee approve or reject an administrative rule, in whole or in part. Whenever the legislature rejects a rule, the code is not altered, and the rule is not affected. In response to questions from the committee, **Tracie Bent** said the Frameworks Evaluation requirement includes four domains and twenty components used in professional practice. Classroom evaluations are used to determine if they are being met. Currently, the Board is looking at how to use measurements of student growth in evaluations, and it is looking at how to define growth in a generic sense.

**Ms. Bent** said the purpose of the language added in the definitions section, for Institutional Recommendations, is to keep wording consistent with other parts of Code and to avoid confusion. This wording applies only to teachers and administrators from an approved state program. Other sections deal with teachers and administrators coming from another state program which has reciprocity with Idaho, or who are on an Interim Certificate. The definitions section in Section 007 does not require all administrators to have institutional recommendations. It states what institutional recommendations are required if administrators are required to have institutional recommendations.

In response to questions from the committee, **Ms. Bent** said the change which allows for unofficial transcripts to re-certify was included and provides for consequences if the transcripts have been altered. Also, the information on the unofficial transcript is used for re-certification, but it is not necessarily the same information used to determine placement on the salary schedule. In response to questions from the committee, **Ms. Bent** said the language which stipulates three of the six credits used for certification renewal be from the Frameworks Evaluation Course is to insure that personnel are more consistently evaluated. The course was developed in conjunction with the State Department of Education. Also, the rule change helps institutions develop Frameworks courses. The Frameworks courses are developed for specific stages of the process.

In response to questions from the committee, **Ms. Bent** explained the language referring to the superintendent, or equivalent, being evaluated by the local board of trustees was designed to include directors of charter schools. She added that the words "or equivalent" should also be included after "local board of trustees," in case charter schools do not use the same language. This is something the Board could add in the future. She said the reason for changing the language and requirements was some administrators had requested the Board add more specificity, to make sure they understand the requirements and are meeting them. Several courses have already been developed which meet all the requirements, and plans for the courses were submitted to the Board for approval.

**MOTION:**

**Rep. Toone** made a motion to **HOLD Docket No. 08-0202-1705** to time certain, January 22 at 9:00 a.m. **Motion carried by voice vote.**

**DOCKET NO. 08-0202-1707:** **Tracie Bent** spoke to **Docket No. 08-0202-1707**. She said changes were made to the Code last session to allow school districts to receive reimbursement for more types of school activities, such as field trips and trips to colleges, consistent with the school district's college and career advising plan.

**MOTION:** **Rep. Cheatham** made a motion to recommend that the full committee approve **Docket No. 08-0202-1707**. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:59 a.m.

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Representative Syme  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**KERBY SUBCOMMITTEE**  
Kerby  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, January 16, 2018**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>08-0202-1701</u></a>	Rules Governing Uniformity - Professional Standards Commission Revisions	Duncan Robb, Chief Policy Advisor, Idaho State Department of Education
<a href="#"><u>08-0202-1702</u></a>	Rules Governing Uniformity - Standards for Idaho School Buses and Operations	Duncan Robb
<a href="#"><u>08-0203-1702</u></a>	Rules Governing Thoroughness- College Entrance Examination	Duncan Robb
<a href="#"><u>08-0203-1703</u></a>	Rules Governing Thoroughness - Idaho Content Standards; Core Content Connectors	Duncan Robb
<a href="#"><u>08-0203-1704</u></a>	Rules Governing Thoroughness - Special Education Manual	Duncan Robb
<a href="#"><u>08-0203-1711</u></a>	Rules Governing Thoroughness - Idaho Alternate Assessment Achievement Standards	Duncan Robb
<a href="#"><u>08-0203-1708</u></a>	Rules Governing Thoroughness - Idaho Content Standards; ELPA Achievement Standards	Duncan Robb

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman Kerby  
Rep. Shepherd  
Rep. DeMordaunt  
Rep. Moon  
Rep. McCrostie

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**KERBY SUBCOMMITTEE**  
Kerby

**DATE:** Tuesday, January 16, 2018  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman Kerby, Representatives Shepherd, DeMordaunt, Moon, McCrostie  
**ABSENT/  
EXCUSED:** None  
**GUESTS:**

Helen Price, Alexandra McCann, Derek Newland, Lisa Colon Durham, Charlie Sylva, Kathryn Vincent, Tim Hill, State Department of Education; Kari Overall, Sue Wigdorski, Matt Compton, Idaho Education Association; Quinn Perry, Idaho School Boards Association; Dennis Stevenson, Department of Administration; Tracie Bent, Mike Keckler, State Board of Education; Rob Winslow, Harold Ott, Idaho Association of School Administrators

**Chairman Kerby** called the meeting to order at 9:00 a.m. He explained this subcommittee would be reviewing the State Department of Education Administrative Rules, and the other two subcommittees would be reviewing the State Board of Education Administrative Rules.

**DOCKET NO.  
08-0202-1701:** **Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **Docket No. 08-0202-1701**. He said the changes provide clear guidance to education colleagues, and ensure state and local requirements are met. The Professional Standards Commission (PSC) annually reviews twenty percent of the Idaho Standards for initial certification of professional school personnel. These are the standards the educator preparation programs are responsible for in preparing our educators. Certificates and endorsements are also reviewed by committees of content experts, and recommended by the PSC. The PSC is proposing changes to IDAPA along with corresponding changes to the PSC's document incorporated by reference, the *Idaho Standards for Initial Certification of Professional School Personnel*. The Department is also proposing rule language regarding background information checks to comply with recent changes to Section 33-130, Idaho Code.

**Lisa Colon Durham**, Department of Education, spoke to the rule docket. She explained that certifications and endorsements are reviewed by the Professional Standards Commission. The rule language change will allow the Department to share the results of their background checks with educators, to be in compliance with 33-130, Idaho Code.

**Ms. Durham** said three new endorsements are being added: School Counselor Basic, Occupational Therapist, and Physical Therapist. Currently, there is no option for these positions to hold education credentials, which means they are considered classified staff, not certified. The education certificates will not supersede any licenses by the Bureau of Occupational Licenses. Language is also being added which states the certification is optional and left to the discretion of the local school district. In the future, the Department would like to revisit the idea of these positions being able to use license renewal credits for certification renewal, also.

In response to questions from the committee, **Ms. Durham** explained the history of these positions being considered classified positions. In FY17, the Department was made aware that coding them as certified staff was in violation of Idaho Code. She referred to **Tim Hill**, Associate Deputy Superintendent, State Department of Education, to answer questions about reimbursement. Mr. Hill said until FY17, occupational therapists and physical therapists were categorized as certificated staff for funding purposes. In FY18, the occupational and physical therapists, by definition of I.C.33-1201, were no longer categorized as certificated staff, and were funded as classified staff. Districts reported occupational and physical therapists as certificated staff, under the guidance provided by the State Department of Education for twenty years. The change in administrative rules will help the schools be reimbursed for them as certificated staff from the state. Ms. Durham said the first thing the Department must do is create a process which allows them to be considered certificated staff. Next, the Department will need to figure out how to map them on the career ladder. An amendment to law will be needed to place these positions on the career ladder, which takes into account the years they were not considered certificated employees by law. The State will need language to honor those years of experience gained before the certification process was created. In response to questions from the committee, Mr. Hill said, for the purposes of statute, it's necessary for these positions to be certified by the State Department of Education. Being certified by the Bureau of Occupational Licenses is not considered the same thing. An emergency clause could recover the funding for this school year, he added.

In response to questions from the committee, **Ms. Durham** said the people in these positions must take twenty credits every two years to renew their occupational licenses. The Department would like to consider also using those professional development credits for their education certificate renewal. For future rule making, the Department will be considering the best situation for use of the continuing education units.

**Chairman Kerby** commented that occupational therapists often don't have the same opportunities to access professional development options as educators, and the Department should take this difficulty into consideration.

**Ms. Durham** said changes to the endorsement language for an administration certificate will help remove barriers for those with expired certificates. The new language also aligns more to the career ladder, she added. Endorsement language revisions and technical corrections are also made in this docket, said Ms. Durham. The section dealing with background checks permits the results to be shared within six months, she added. These changes meet Idaho Code and create a more clear process. In response to questions from the committee, Ms. Durham said school volunteers do not need to have background checks, unless they will be unsupervised with students. Most districts will ensure a faculty member is supervising the activity, she added.

In response to questions from the committee, **Ms. Durham** said the language in the administrative rule about keeping class donations for oneself is related to the practice of teachers soliciting items for the class or school district. Some organizations are concerned about the legality of the districts doing this, and they wanted more clear language specifying the donations belong to the school district. The organizations were concerned it could be a possible violation of the code of ethics. Some grants specify whether or not the grant is for the use of the educator or not, she added.

**DOCKET NO.  
08-0202-1702:**

**Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **Docket No. 08-0202-1702**. He said the purpose of the docket is to provide school transportation with documents which insure they meet federal and state safety requirements, and specify for what the districts can be reimbursed. The docket addresses: bus construction, the process for retiring buses, and how districts may use school transportation. For example, the standards for construction have changed from chassis construction to full-piece construction. This change is made to meet current standards, and has been in practice since 2015. How a vehicle is withdrawn from service has been aligned with the existing expectations, from the National Standard Services Criteria.

In response to questions from the committee, **Derek Newland**, Student Transportation Department, said there are no mileage rules, currently, for how far away school transportation must take students, making accommodations for special needs students and for field trips. Idaho Code stipulates students must be a minimum of a mile and a half away from the school to qualify for transportation, but exceptions are made for special conditions.

**Mr. Robb** said one change in the new language addresses which vehicles fall into the transportation program. They must meet federal and state safety criteria, and regular inspections must be carried out. The state will make reimbursements for only the vehicles which meet the safety criteria. Another change in the language is which activities will be reimbursed from the state. Districts can now request reimbursement for reward field trips and trips related to college and career readiness activities, as well as for mileage related to maintenance. In response to questions from the committee, Mr. Robb said the changes address the non-renewable mileage issues the committee addressed during the last legislative session.

**DOCKET NO.  
08-0203-1702:**

**Karlynn Laraway**, Director of Assessment and Accountability, addressed **Docket No. 08-0203-1702**. She explained this docket addresses the college exam requirement for high school graduation. It allows the students who took the Compass Exam, before it was discontinued, to use it for their graduation requirements. It also specifies students with disabilities may use the Accuplace Exam for high school graduation requirements. The state pays for all students in eleventh grade to take a college entrance exam. This docket allows for the state to pay for exams taken by seniors who transferred from out of state or from home schooling, as well, she added. The docket clarifies when students may be exempt from a college entrance exam for high school graduation, and provides for an appeal to the superintendent of the school district, for unique circumstances. For example, said Ms. Laraway, the Department was made aware of a situation in which a student, who had already been accepted to college, discovered the college entrance exam had not been taken. There were a limited number of dates, at that time, for the student to take the test. Without the college entrance exam requirement, the student would not have received a diploma, which would have prevented the student from attending college.

In response to questions from the committee, **Ms. Laraway** said the college entrance exam required is a state requirement for graduation from high school, regardless of students' career plans. **Rep. DeMordaunt** said she was concerned about undoing state policy through a rule. Ms. Laraway said the Department originally intended for the requirement to provide an opportunity for students to recognize they can go on to college, that they are capable of going to college. The appeals process was designed for rare, unique situations, not those students who just do not want to take the test. Ms. Laraway said the Department has only heard about twenty-two situations involving appeals to the graduation requirement.

- DOCKET NO. 08-0203-1703:** **Duncan Robb**, State Department of Education, explained that this docket rule replaces previous language with core content connectors, which identify priorities for the instruction of students identified as having significant cognitive disabilities, approximately 1% of students.
- DOCKET NO. 08-0203-1704:** **Dr. Charlie Silva**, Director of Special Education, Department of Education, spoke to **Docket No. 08-0203-1704**. She explained this docket changes language in the Special Education Manual to be in compliance with federal requirements, primarily the ADA.
- DOCKET NO. 08-0203-1708:** **Duncan Robb** spoke to **Docket No. 08-0203-1708**. In response to questions from the committee, Mr. Robb said the date of 2008 will be removed this year or next. He added that these standards are not content standards. They are standards for learning the English Language.
- DOCKET NO. 08-0203-1711:** **Duncan Robb** spoke to **Docket No. 08-0203-1711**. He explained this rule docket provides that students with significant cognitive disabilities can participate in assessments, which is necessary for compliance with the IDEA.
- Chairman Kerby** remarked that he would like more time to speak to constituents. **Rep. Moon** and **Rep. DeMordaunt** agreed they would like more time to speak to constituents before marking a recommendation to the committee.
- ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:02 a.m.

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Representative Kerby  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Wednesday, January 17, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS25613</u></a>	To revise provisions regarding distribution of moneys in the liquor account	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board
<a href="#"><u>RS25624</u></a>	To revise provisions regarding public employment	Tracie Bent
<a href="#"><u>RS25625</u></a>	To revise a definition and to make a technical correction	Tracie Bent
<a href="#"><u>RS25663</u></a>	To provide that school district employee personnel files shall include certain documents	Tracie Bent
<a href="#"><u>RS25665</u></a>	To revise provisions regarding an optional retirement program and to make technical corrections; and amending Section 33-107B, Idaho Code, to revise provisions regarding an optional retirement program for community colleges and to make a technical correction  Higher Education Task Force Recommendations	Tracie Bent  Dr. Linda Clark, President, State Board of Education, and Higher Education Task Force Co-chair

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

- DATE:** Wednesday, January 17, 2018
- TIME:** 8:30 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Mason), McCrostie, Toone
- ABSENT/  
EXCUSED:** None
- GUESTS:** Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Quinn Perry, Idaho School Boards Association; Dr. Linda Clark, Mike Keckler, State Board of Education; Marilyn Whitney, Governor's Office; Roger Brown, Boise State University;
- Chairman VanOrden** called the meeting to order at 8:35 a.m.
- MOTION:** **Chairman VanOrden** made a motion to approve the Interim Task Force Minutes of June 27, 2017. **Motion carried by voice vote.**
- MOTION:** **Rep. McCrostie** made a motion to approve the minutes of January 9, 2018 and January 11, 2018. **Motion carried by voice vote.**
- RS 25613:** **Chairman VanOrden** explained there would be more details about the legislation available after they were introduced. Today's meeting was to determine whether or not to send the legislation for introduction.
- Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, spoke to **RS 25613**. She explained the three community colleges receive distributions from the state liquor fund, in the amount of \$200,000 each, for a total of \$600,000 from the state liquor fund. With the addition of another community college, that amount would be reduced to \$150,000 each, without this legislation. RS 25613 authorizes the state liquor fund to distribute \$800,000 to the community colleges. In response to questions from the committee, Ms. Bent said the amount in the liquor fund varies each year. She will provide the committee with the current amount at the bill hearing.
- MOTION:** **Rep. Amador** made a motion to introduce **RS 25613**. **Motion carried by voice vote.**
- RS 25624:** **Ms. Bent** spoke to **RS 25624**. She explained work study students at college currently have workman's compensation both through the college and through the company for which they work, as part of work study. This legislation removes the requirement for the college to provide coverage if the business is providing coverage.
- MOTION:** **Rep. DeMordaunt** made a motion to introduce **RS 25624**. **Motion carried by voice vote.**

**RS 25625:** **Tracie Bent** spoke to **RS 25625**. She explained some college students who may choose to do their undergraduate work in another state may not qualify for residency status when they return to Idaho for graduate work. Current Code requires residency within the last six years, and the gap of three to six months between graduating from the out-of-state college, and beginning graduate work at an Idaho college, means these students do not qualify for residency status and tuition in Idaho. This RS extends the requirement to the previous seven years. In response to questions from the committee, Ms. Bent said only four to five students who experienced this barrier to qualifying for residency status contacted their office, but their could be more students for whom this is a consideration. This type of student is part of a group of students the state wants to encourage to return to Idaho.

**MOTION:** **Rep. DeMordaunt** made a motion to introduce **RS 25625**. Motion carried by voice vote.

**RS 25663:** **Ms. Bent** spoke to **RS 25663**. She explained that Idaho Code requires school districts to maintain personnel files. The wording is "past job performance." The Board has found that, in some cases, school districts did not understand that they should keep more than a summative evaluation score, and this RS clarifies what should be kept in the personnel file. In response to questions from committee, Ms. Bent said the Board found that, in some cases, only a proficient or distinguished rating was in the file, with no supporting evidence, such as observation notes, which support the score. State employees, for example, have an evaluation form which supports the evaluation rating. In some cases, the Board found administrators had limited or no training in how to conduct evaluations, and legislation will be coming to the committee dealing with training.

**Rep. Kerby** said he hoped the Board would be able to explain how this change will improve student scores, in a full hearing.

**Chairman VanOrden** reminded the committee that introducing legislation does not mean the committee will pass it. Those details can come out in a bill hearing.

**MOTION:** **Rep. Amador** made a motion to introduce **RS 25663**.

**ROLL CALL VOTE:** **Chairman VanOrden** requested a roll call vote on **RS 25663**. **Motion failed by a vote of 4 AYE and 11 NAY. Voting in favor of the motion: Reps. VanOrden, McDonald, Amador, DeMordaunt. Voting in opposition to the motion: Reps. Shepherd, Boyle, Mendive, Kerby, Cheatham, Moon, Syme, Ehardt, Kloc (Mason), McCrostie, Toone.**

**RS 25665:** **Tracie Bent** spoke to **RS 25665**. She said this rule docket concerns the optional retirement program, and removes out-dated sections about leaving PERSI.

**MOTION:** **Rep. McCrostie** made a motion to introduce **RS 25665**. **Motion carried by voice vote.**

**Dr. Linda Clark**, State Board of Education, gave a presentation on the governor's higher education task force. She praised it, saying the work was done by a large committee, with many stakeholders, in a small amount of time. She introduced **Bob Lokken**, Chairman, Idaho Businesses for Education.

**Mr. Lokken** said the main purpose of the task force was to better understand the problem of Idaho's go-on rate for post-secondary education. The economy requires more cognitive digital work, and there is a need for more employees with post-secondary education. He said there are currently 100,000 students in post-secondary education in Idaho, which is 42% of Idaho high school graduates. Idaho needs to add 46,000 more students to reach the 60% goal, which will cost an extra 260 million dollars a year. Idaho has been working on the goal of 60% for seven years, and the numbers haven't moved, he said. Even if Idaho could afford 46,000 more students in post-secondary education, he added, the numbers would not show up. The task force identified the need for a new delivery system, which solves the go-on problem for rural and low-income students. Youth from higher socio-economic backgrounds are already attending post-secondary education at a rate of 60%, but rural and low-income youth are only attending post-secondary school at a rate of 10%. The question the task force studied was how Idaho can design and afford a new system.

**Dr. Clark** said many recommendations of the task force concern the system of delivery. She expressed a need for a single Board which oversees kindergarten through graduate education. The task force looked at places of duplication, and areas of difficulties with this type of system. Cost savings would be re-invested in programs of higher education. One misperception, she added, is that the need is only for employees with four-year degrees. There are also needs for employees with certificates from industries and two-year degrees. Dr. Clark talked about a kindergarten through age twenty pipeline of education, saying structural differences will remove barriers, prepare students for the reality of life, and increase the rigor and relevance of the senior year of high school.

**Mr. Lokken** said Idaho needs 18% growth to get to 60%. The task force discussed a system which includes a digital campus. All eight post-secondary schools are working on online classes for people in rural areas and for people who cannot relocate to a physical campus. However, the digital campus system would need to have a centralized curriculum, and would need portals to the education, such as libraries. The current system is a disservice to students, when their credits from one institution do not transfer to another institution, he added. Mr. Lokken also addressed the idea of having guided pathways in education, starting in kindergarten, which includes the following: parent engagement, student academic and career planning, proactive advising with early and urgent intervention, work-based learning, and community engagement. The guided pathways would improve certificate and degree completion, he added. Mr. Lokken said Idaho's existing system is continually improving, but the statewide digital delivery system discussed by the task force has a different structure, including how it is built and how it delivers education. A need exists for a central system of delivery, which partners with local libraries and educational institutions. This would increase access to higher education, to a diverse range of populations throughout the state, and make post-secondary education more affordable. The statewide digital delivery system would bring education to students at the time and place of their choosing, in an affordable way. It is designed to target those students for whom the current system is not working.

**Mr. Lokken** said one recommendation of the higher education task force is for the state to increase funding for scholarships, to remove cost barriers for new and returning students who don't qualify for merit-based assistance. He said the task force recommends adding five million dollars to the Opportunity Scholarship and to increase the adult learner scholarship. The task force discovered there is a large section of adults with some college but no certificate or degree. Another recommendation is to work on an outcomes-based funding formula. He recommended working with a technical committee and outside experts, such as National Center for Higher Education Management Systems, to ensure the outcomes-based funding model is fully vetted and that proper weighting is provided for each of the formula's metrics. Other recommendations are the following: shift CTE classes to mastery and not seat time, expand internships and apprenticeships, allow industry certificates to be used towards a degree, and partner with industry.

In response to questions from the committee, **Dr. Clark** said CTE classes are already aligned with industry standards, and are using a mastery-based system to measure the skills necessary to succeed in the industry. CTE is a good place to start competency-based learning models, she added. Dr. Clark explained the statewide digital delivery system would not be associated with one educational institution, which should help with credit transfer. The Board is committed to solve the problem of credit transfer, she added.

In response to questions from the committee, **Mr. Lokken** said the new educational system cannot be created or supported by a single campus or institution. There needs to be leadership which can consolidate functions without requiring new funds, he said, such as an executive of this state-wide campus. The task force looked at other states, and many use chancellor systems. However, the task force felt a shared services model would be more efficient. One part of the consolidation will be to consolidate the eight distance learning systems, he added.

**Dr. Clark** explained the request for \$500,000.00 was for the study and consulting work required to look at other states' systems. Some states use a chancellor system, and others use a commissioner. The state of Maine coordinates seven universities under a single Board, she added. In response to questions from the committee, Dr. Clark said the presidents of Idaho's community colleges were on the task force. Idaho could begin with the four universities in the system, and the community colleges could opt in to the system. However, she added, the statewide system would coordinate more than post-secondary resources. The system would be a kindergarten through post-secondary system.

In response to questions from the committee, **Mr. Lokken** said the digital campus would combine elements of distance learning with local support, such as libraries. Currently, existing institutions use distance learning as an extension of their campuses. A distance learning class at an Idaho institution of higher education currently costs the same or more than a regular campus class. The digital campus would partner with current systems to make the best use of resources, he added. If it is built correctly, it can provide higher education to rural and low-income people at an affordable price, said Mr. Lokken.

In response to questions from the committee, **Dr. Clark** said the task force has absolutely no interest in moving towards a regency model. The statewide system is about restructuring the office of the State Board of Education. The Board is currently understaffed, she added. It will be necessary to restructure the agency and hire a director of the statewide system.

In response to questions from the committee, **Mr. Lokken** said the task force envisions a post-secondary system with many options for Idaho Citizens, to fit their lives and circumstances. The idea is to present citizens options. The scope of the problem means Idaho needs another delivery option available, he added.

In response to questions from the committee, **Dr. Clark** said Maine began this task during the economic downturn. Maine has saved over 200 million dollars during the last seven years, and have invested the money back into the system, to make a bigger impact for students. The Board is requesting \$500,000.00 to help determine where to start, and to determine a timeline for completion.

**Mr. Lokken** said the members of the task force bench marked savings in two different ways. The economy of scale will save approximately forty million dollars. The Board will bring in a specialist to determine how to use Idaho's educational resources more efficiently. **Rep. Ehardt** commented that BYU-Idaho is doing this on a national level. Dr. Clark said the Board is using that institution as a resource, because it is currently doing a number of the things discussed.

**Rep. Moon** commented that a trend in Idaho is for young people to find jobs, rather than go to post-secondary education. Idaho has the lowest rate of unemployment rate in years, she added, and the economics of today are taken into consideration.

**Mr. Lokken** replied that the unemployment rate does not take into account the jobs which could not be filled with Idaho workers. Idaho mirrors the nation, in that both have low employee participation, he added, meaning citizens are opting out of employment. Those numbers are not reflected in the unemployment rate. If Idaho creates this system at a slow, thoughtful rate, he added, it won't need to lay off a large number of employees, like Maine did. Mr. Lokken added that many jobs which did not previously require post-secondary education now do require it. A forklift operator at Simplot now needs computer skills too, he added.

In response to questions from the committee, **Dr. Clark** said the Board does not know the number of rural students who choose to remain on the family farm. However, she added, there are a significant number who would like to get a degree but who are reluctant to leave home, and are place bound. Changing the delivery system is how we can meet the changing reality, she said. Dr. Clark said the intent of the Board is for legislation to come to the committee to make the necessary changes.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:03 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**MENDIVE SUBCOMMITTEE**  
Mendive  
**9:00 A.M.**  
**Room EW41**  
**Thursday, January 18, 2018**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>Docket No. 08-0111-1701</u></a>	Registration of Postsecondary Educational Institutions and Proprietary Schools	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
<a href="#"><u>Docket No. 08-0113-1701</u></a>	Opportunity Scholarship Program	Tracie Bent
<a href="#"><u>Docket No. 08-0202-1708</u></a>	Occupational Specialists	Tracie Bent
<a href="#"><u>Docket No. 08-0203-1710</u></a>	Career Technical Education	Tracie Bent
<a href="#"><u>Docket No. 47-0101-1701</u></a>	Rules of the Idaho Vocational Rehabilitation	Tracie Bent
<a href="#"><u>Docket No. 55-0103-1701</u></a>	Rules of Career Technical Schools	Tracie Bent
<a href="#"><u>Docket No. 55-0104-1701</u></a>	Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants	Tracie Bent

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman Mendive  
Rep.Boyle  
Rep.Clow  
Rep.Kloc(Mason)

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**MENDIVE SUBCOMMITTEE**  
Mendive

**DATE:** Thursday, January 18, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman Mendive, Representatives Boyle, Clow, Kloc(Mason)

**ABSENT/  
EXCUSED:** None

**GUESTS:** Teresa Pitt, Idaho Division of Vocational Rehabilitation; Mike Keckler, State Board of Education; Kari Overall, Sue Wigdarski, Idaho Education Association; Amy Lorenzo, Steve Rayborn, Idaho Division of Career-Technical Education; Dennis Stevenson, Department of Administration; Harold Ott, Idaho Rural Schools Administrators and Idaho Association of School Administrators; Quinn Perry, Idaho School Boards Association

**Chairman Mendive** called the meeting to order at 9:00 a.m.

**DOCKET NO. 08-0111-1701:** **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, spoke to **Docket No. 08-0111-1701**, concerning registration of post-secondary educational institutions and proprietary schools. She explained the proprietary schools are not degree granting institutions, but Idaho Code requires the State Board of Education to authorize them. This rule docket makes technical updates. Section 201.05 is simplified, replacing appeals with written requests. Section 301.02(a) concerns approval standards for proprietary schools and requires an attestation that courses of study licensed by other Boards meet the requirements of those occupational boards, said Ms. Bent, and clarifies the State Board of Education does not review courses or program curriculum for these types of educational institutions. She explained this section was causing confusion for the proprietary schools, which were submitting their curriculum to the State Board of Education. In response to questions from the committee, Ms. Bent said the occupational licensing boards require these schools to submit their curriculum and courses. Ms. Bent said the negotiated rule-making process was followed, and the staff of the occupational boards were notified. Nobody from those boards participated.

**MOTION:** **Rep. Clow** made a motion to recommend that the full committee approve **Docket No. 08-0111-1701. Motion carried by voice vote.**

**DOCKET NO. 08-0113-1701:** **Tracie Bent** spoke to **Docket No. 08-0113-1701**, addressing the Opportunity Scholarship Program. She said technical corrections had been made, and the language had been cleaned up. Language has been added which allows the Board to round up a student's grade point average, to determine eligibility. For example, a grade reported as 2.998.35 from an educational institution would be rounded up to 3.0. Based on the way this rule was written, some students were not eligible for the scholarship who should have been. The Board was able to work with students' educational institutions to have the institutions round the grades up. The changes also allow the Board to round grades of students enrolled in postsecondary educational institutions, for purposes of renewing their scholarships. Another change is language referring to college exam scores used to determine eligibility, for students with general equivalency diplomas. The SAT has changed how tests are scored, so the previous score of 950, which matches an ACT score of 20, has been changed to 1,010, said Ms. Bent. Language has also been cleaned up to add

a designee, in section 04 (iii.) This rule docket also specifies the Board sets the monetary value yearly. The language in the appeals section has been cleaned up, said Ms. Bent, and specify that decisions based on specific requirements established in Idaho Code or administrative rules may not be appealed.

In response to questions from the committee, **Ms. Bent** said the reason for the language about non-electronic applications being deleted is the students can use public computers, such as at a library, school or the Board of Education, to complete the application, and it creates less work than paper applications. Although the Board receives calls from people asking for help on how to access the electronic application, nobody has requested a paper application. If an applicant requests a paper application, the Board will need to create one, because paper applications have not been requested for five years, she added. The language in section 02(a) was deleted because it is already in Idaho Code, said Ms. Bent.

**MOTION:** **Rep. Clow** made a motion to recommend the full committee approve **Docket No. 08-0113-1701. Motion carried by voice vote.**

**DOCKET NO. 08-0202-1708:** **Tracie Bent** spoke to **Docket No. 08-0202-1708**, concerning certification requirements for Career and Technical Educators. Language was cleaned up, and language referring to post-secondary teachers was removed, because this rule only applies to K-12 teachers. Language was added which clarifies these educators go to the Division of Career and Technical Education, regardless of which route they used to be certified. Language was cleaned up regarding agricultural science and technology. There was confusion about the re-certification requirement of six credits every five years applying to all certificates. Language regarding the CTE administrator certificate was also cleaned up. The most significant change, said Ms. Bent, is the provision of another route to a CTE administrator certificate for existing administrators in non-technical schools, which recognizes their experience. One change to the Industry-based Occupational Specialist Certificate is to raise the minimum age from eighteen to twenty-two, and require documentation of recent, gainful employment. The word "successful" as it relates to employment, because that is difficult to gauge. The minimum number of years or hours of recent, gainful employment was reduced from eight years to six years, and sixteen-thousand hours to twelve-thousand hours. Ms. Bent said there are three routes to this type of certificate: years of experience, years of experience plus a B.A., or a formal apprenticeship. The examination route is removed in this rule docket. Ms. Bent said this rule docket removes the reference to use of a pre-service workshop for the Limited Occupational Specialist Certificate.

In response to questions from the committee, **Ms. Bent** said the objective of the rule changes was to make the process easier, to increase the number of career-technical educators and administrators in the pipeline. The change from a minimum age of eighteen to a minimum age of twenty-two was suggested by the individuals participating in the rule-making process. That group consisted of those currently practicing in the field, as well as the teachers and administrators of those programs. They felt that an eighteen-year-old would not be prepared to teach a class. Also, some career and technical educators require additional licenses from their occupational bureaus, which require them to be older than eighteen, she added. The reason the journeyman route to teacher certification was stricken, said Ms. Bent, is that not all industries have a journeyman classification.

**MOTION:** **Rep. Boyle** made a motion to recommend the full committee approve **Docket No. 08-0202-1708. Motion carried by voice vote.**

**DOCKET NO. 08-0203-1710:** **Tracie Bent** spoke to **Docket No. 08-0203-1710**. She explained this rule docket concerns the CTE content areas. Last year, said Ms. Bent, the Board started moving the CTE content areas to Administrative Rule, to give them the same weight as the non-CTE areas. Some steps were missed in bringing this forward to the State Board for approval. The following areas have already been in place, but they are not addressed in Administrative Rule: Agricultural and Natural Resources; Business; Engineering and Technology; Skilled and Technical Sciences. The section on health sciences was a new section added, and the early childhood education is being amended, said Ms. Bent. In response to questions from the committee, Ms. Bent said the standards have existed in the Division of Career and Technical Education, but they are new to Administrative Rule. The Board conducted negotiated rule making, and the Idaho Division of Career-Technical Education sent notices to everyone who might be interested, but no individuals wanted to participate in this part of the negotiated rule making.

**MOTION:** **Rep. Boyle** made a motion to send **Docket No. 08-0203-1710** to the full committee without recommendation for further discussion. **Motion carried by voice vote.**

**DOCKET NO. 47-0101-1701:** **Ms. Bent** spoke to **Docket No. 47-0101-1701**, which makes changes to the field service manual of the Division of Vocational Rehabilitation. She said the language makes technical corrections to be in compliance with the ADA Workforce and Opportunity Act of 2014. The language makes a change to the definition section, which is a new definition for "ongoing support services," and is incorporated by reference, said Ms. Bent. The Board conducted negotiated rule making, said Ms. Bent, and the Division of Vocational Rehabilitation facilitated the process. All the changes to definitions are based on federal requirements, added Ms. Bent, and there are references to these federal requirements in the field service manual. For example, the definition of transitional employment is removed. Ms. Bent said the language also makes technical corrections and cleanups to the numbering. The language also updates how the Intake Review Process pieces are referenced, meaning the terminology, said Ms. Bent. The rule docket also adds the terminology for "disability," "significant disability," and "most-significant disability," she said. The rule docket adds updates to the Individualized Education Program, specifying that customers receive a copy of the IEP, and that a student may only have one active IEP at a time, said Ms. Bent. Old language is deleted, and new language about the IEP Review Process is added. The process for when a ticket to work is assigned to the Division of Vocational Rehabilitation has language changes, said Ms. Bent. Technical corrections make corrections to the numbering in the manual, and to the maximum fees allowed to employers for on-the-job training, said Ms. Bent. Some wording is changed, such as changing "additional" to "future," and smaller technical changes are made regarding the customers' appropriateness for employment. The policy for supportive employment includes language about "competitive" and "integrated" employment, and an addition of an allowance for less-than-competitive wage is included, said Ms. Bent. Also, a technical change was made to specify when post-employment services are not appropriate. This rule docket contains language addressing the pre-employment transition and delivery of pre-employment services, as well as a collaboration with employment skills, said Ms. Bent. A new section addresses services for individuals employed or seeking employment at sub-minimum wage, said Ms. Bent.

**Ms. Bent** introduced **Teresa Pitt**, Idaho Division of Vocational Rehabilitation, to answer committee questions. In response to questions from the committee, Ms. Pitt said some employers seek a certificate to pay less than minimum wage for the employment of disabled youth. This certificate is referred to as a 14-C Certificate, said Ms. Pitt, and it allows employers to pay at a rate commensurate with the performance of the employee. For example, if an employee is performing at 50% of the normal performance, the employer would pay 50% of the normal wage for that position. The Division of Vocational Rehabilitation has responsibilities regarding this rule, said Ms. Pitt, such as providing career counseling, information and referrals, and informing clients of other job opportunities than those offered at less-than-minimum wage. In response to questions from the committee, Ms. Pitt said the DVR website pages are fluid. If the Administrative Rules which include incorporation by reference pointed at specific resources on the website, the agency would have to go through administrative rule-making every time the website address is changed. In response to questions from the committee, Ms. Pitt said that \$3,000.00 is the maximum the DVR will pay an employer for on-the-job training for the vocational rehabilitation client. That amount is for the duration of the training, regardless of how long the training takes. This amount depends on the job position and the employer, and it is negotiated with the DVR counselor and the employer. The amount of time required for training, and the hourly rate the client will receive, if hired, is also negotiated and contracted with the employer, and is individualized to the client, said Ms. Pitt.

**MOTION:** **Rep. Clow** made a motion to send **Docket No. 47-0101-1701** to the full committee without recommendation for further discussion. **Motion carried by voice vote.**

**DOCKET NO. 55-0103-1701:** **Tracie Bent** spoke to **Docket No. 55-0103-1701**. She said this rule docket removes outdated language about career-technical schools which no longer conforms to Idaho Code. The language has not been updated since 2001, said Ms. Bent, and career-technical education (CTE) has come a long way since then. Some language updates are to remove the definition of dual credit, because it is defined in Idaho Code, and to replace "technical preparation" with "technical competency." The definition for Capstone Course has been added, added Ms. Bent. Language concerning what CTE schools should contain has been removed, and more current language has been added, said Ms. Bent. Funding is based on average daily attendance, said Ms. Bent, and the new language allows the Division to pro-rate funding, rather than withhold it, if the school does not meet the average daily attendance requirement. Updates to the section on payment distribution specify that seventy percent of the total estimated funds for which a career technical school is eligible shall be distributed each year following receipt of first-period attendance data, and that funding is not distributed until the reports have been received and approved by the division of career technical education from each approved school, said Ms. Bent. Because the Division has had difficulty receiving reports in a timely manner, a deadline of October 15 of each year is included in this rule docket, said Ms. Bent.

**Ms. Bent** introduced **Amy Renzo** from the Division of Career Technical Education. In response to questions from the committee, Ms. Renzo said one of the objectives of this rule docket is to hold harmless the schools currently meeting the requirements. The Board had 100% consent from stakeholders on this rule docket, she added. In response to questions from the committee, Ms. Bent said the old language defining "dual credit" was deleted, because this term is already defined in Idaho Code, and the definition was not consistent with the definition in Idaho Code.

**MOTION:** **Rep. Boyle** made a motion to recommend that the full committee approve **Docket 55-0103-1701**. **Motion carried by voice vote.**

**DOCKET NO. 55-0104-1701:** **Tracie Bent** spoke to **Docket No. 55-0104-1701**. She said the 2014 Legislature enacted the Agricultural Quality Incentive Funds, which grants money for agricultural education start-up funds. This allows teachers who did not receive funding in one year, to receive funding the next year, after the proposals are evaluated, she added. This rule docket adds language which specifies that, if a qualified teacher does not receive a grant in the year the teacher applies, that teacher will receive priority consideration for the grant the following year, said Ms. Bent. Language changing the deadline for grant proposals from July 15 to June 30, said Ms. Bent, for the purposes of providing funding up front, rather than on a reimbursement basis.

**MOTION:** **Rep. Boyle** made a motion to recommend the committee approve **Docket No. 55-0104-1701**. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:29 a.m.

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Representative Mendive  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
Upon adjournment  
Room EW41  
Friday, January 19, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Approval of Minutes from January 17, 2018	

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby
Vice Chairman McDonald	Rep Cheatham
Rep Shepherd	Rep Amador
Rep Boyle	Rep DeMordaunt
Rep Clow	Rep Moon
Rep Mendive	Rep Syme

Rep Ehardt
Rep Kloc(Mason)
Rep McCrostie
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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Phone: 332-1148  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, January 19, 2018

**TIME:** Upon adjournment

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representative(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Mason), McCrostie, Toone

**ABSENT/  
EXCUSED:** Representative(s) Shepherd

**GUESTS:** None

**Chairman VanOrden** called the meeting to order at 8:21 a.m.

**Chairman VanOrden** explained she wanted the committee to keep up on minutes, so it does not have to catch up while it is also hearing legislation.

**MOTION:** **Rep. Amador** made a motion to approve the minutes of January 17, 2018. **Motion carried by voice vote.**

**Chairman VanOrden** told the committee March 5th is the transmittal deadline. All House Bills must be in the Senate by that time. It takes at least five days for a bill to go through the process to the other House, she added, and she encouraged committee members to get legislation to her as soon as possible, so it can be scheduled. Next week is Education Week, said Chairman VanOrden, and the committee will be hearing presentations from the colleges, universities and the state.

**Chairman VanOrden** told the committee that reviewing administrative rules is another priority. Some rules have been returned to the committee, by subcommittee, without recommendation, so the committee will need to review those. Chairman VanOrden said she would provide committee members any documents which are incorporated by reference. If the chairmen of the subcommittees need those documents incorporated by reference for their subcommittee review, she added, they should let her know. The committee will be reviewing the science standards docket as a whole committee, said Chairman VanOrden. This will be done February 1, 2018, she added, in the Lincoln Auditorium. The committee might need a larger committee room, said Chairman VanOrden, because a national journalist is doing a story on science standards.

In response to questions from the committee, **Chairman VanOrden** said March 5, 2018 is the transmittal deadline, and the current goal is for the legislature to adjourn sine die on March 27, 2018. Besides the above-mentioned presentations and legislation priorities, said Chairman VanOrden, the committee will be hearing a presentation on the education budget. **Rep. Kerby** said he hoped the committee would also hear from the principals, parents, teachers and students of schools currently using a mastery-based program.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 8:30 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**SYME SUBCOMMITTEE**  
Syme  
**9:00 A.M.**  
**Room EW41**  
**Monday, January 22, 2018**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>Docket No. 08-0203-1707</u></a>	Rules Governing Thoroughness - Diplomas	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
<a href="#"><u>Docket No. 08-0203-1709</u></a>	Rules Governing Thoroughness - College and Career Readiness	Tracie Bent
<a href="#"><u>Docket No. 08-0203-1712</u></a>	Rules Governing Thoroughness - State Data System	Tracie Bent
<a href="#"><u>Docket No. 08-0204-1701</u></a>	Rules Governing Public Charter Schools	Tracie Bent
<a href="#"><u>Docket No. 08-0301-1701</u></a>	Rules of the Public Charter School Commission	Tracie Bent
<a href="#"><u>Docket No. 08-0401-1701</u></a>	Rules of the Idaho Digital Learning Academy	Tracie Bent
<a href="#"><u>Docket No. 08-0202-1705</u></a>	Rules Governing Uniformity	Tracie Bent

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman Syme  
Rep.Cheatham  
Rep.Amador  
Rep.Ehardt  
Rep.Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**SYME SUBCOMMITTEE**  
Syme

**DATE:** Monday, January 22, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman Syme, Representatives Cheatham, Amador, Ehardt, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Clark Corbin, Idaho Education News; Dennis Stevenson, Department of Administration; Mike Keckler, State Board of Education

**Chairman Syme** called the meeting to order at 9:00 a.m.

**DOCKET NO.  
08-0203-1707:** **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, spoke to **Docket No. 08-0203-1707**. She said the definition of diplomas was added, as it had not been previously defined. Most people had an understanding of the graduation requirements, said Ms. Bent, but not everybody understood the requirements, especially those for students with disabilities. This rule docket contains the complete state requirements for graduation, she added, which are the minimum requirements. Local school districts may require more graduation requirements, said Ms. Bent, such as specialty STEM, CTE or arts programs. Ms. Bent said the Board receives questions from school districts about former students who left school before receiving their diplomas, such as those who joined the military. Typically, these requests are from students who left school many decades ago, and there may not be records of them having attended that high school. In response to questions from the committee, Ms. Bent said, if the district has no record of the person ever attending the school, then the individual has no recourse, unless the individual can provide copies of school records. This rule docket allows schools to use records provided by the individual, said Ms. Bent. The Board did not want to force the school districts to award diplomas if they didn't feel the individual met the requirements, said Ms. Bent. She added that some of the requests come from people who have been employed in the workforce, and the definition of diploma in this rule docket specifies which graduation requirements a diploma would be based on for students who may have attended the school in the past.

**MOTION:** **Rep. Amador** made a motion to recommend the full committee approve **Docket No. 08-0203-1707. Motion carried by voice vote.**

**DOCKET NO.  
08-0203-1709:**

**Tracie Bent** explained **Docket No. 08-0203-1709**, regarding college and career readiness content standards. In response to questions from the committee, Ms. Bent said the goal of the senior project is to help students have projects meaningful to their future career. She said she understands not all students have the same opportunities as other students, and the Board wanted to broaden the scope of things students are able to use for their senior projects. The intent is not to lessen the senior project, said Ms. Bent, but to incentivize districts to make internships and dual-credit classes available, because they can then be used for the senior projects. Ms. Bent said the purpose and goal of the senior project varies from district to district. It is designed to represent the cumulation of what the student has learned, by bringing all the standards from classes into a single project which focuses on the students' interests. Ms. Bent said the senior project requirement is an important piece, but it is done in a more meaningful way in some districts than in others. She said the needs and desires of the districts need to be balanced, which is why the language of this rule docket gives more choices. The citizenship and civics content standards are embedded in the social studies classes, said Ms. Bent.

In response to questions from the committee, **Ms. Bent** said the Board has looked at the best practices across the state for making the transition from high school to post-secondary education as seamless as possible. It has worked with public post-secondary institutions and Idaho Digital Learning Academy, said Ms. Bent. In response to questions from the committee, Ms. Bent said there are federal requirements for what pre-internship and internship standards should be, but not state requirements. The federal law says minors may not work during school hours, said Ms. Bent, but the Department of Labor is working with Career Technical Education to recognize more pre-internship programs.

**MOTION:**

**Rep. Amador** made a motion to recommend that the full committee approve **Docket No. 08-0203-1709**.

**SUBSTITUTE  
MOTION:**

**Rep. Toone** made a substitute motion to recommend that the full committee approve **Docket No. 08-0203-1709**, with the exception of **section 105 part 4 Motion carried by voice vote**.

**DOCKET NO.  
08-0203-1712:**

**Ms. Bent** explained that this rule docket concerns state data reporting. The data includes post-secondary data, as well as K-12 data. Ms. Bent said grade point average (gpa) was added as a data element on a temporary basis, and it was added for one year. This rule docket would allow the Board to continue to collect gpa data. The Board uses this data to determine eligibility for initiatives and the Opportunity Scholarship. With this data already in the system, the Board does not need to contact school counselors to verify the information. In response to questions from the committee, Ms. Bent said some school districts do weighted grade point averages, but the state data system only records up to a 4.0. The Opportunity Scholarship is determined using a 4.0 grade scale. For students with weighted grade point averages, the gpa is calculated as a 4.0. Ms. Bent said schools using a mastery-based model are providing the Board with an equivalent grade, and using a mastery-based model of education has not impacted students' ability to attain the Opportunity Scholarship. Ms. Bent said many post-secondary schools do not recognize weighted grades. Instead, they look at what types of classes a student took, such as advanced placement classes. The docket only adds gpa as a data point, she said, and does not specify if it is weighted or un-weighted. In response to questions from the committee, Ms. Bent said only one district gave feedback that it did not think it was the state's business

to know the students' grade point averages. However, school districts are already submitting course grades, she said.

**MOTION:**

**Rep. Amador** made a motion to recommend the full committee approve **Docket No. 08-0203-1712. Motion carried by voice vote. Rep. Ehardt** requested to be recorded as voting NAY.

**DOCKET NO.  
08-0204-1701:**

**Tracie Bent** explained this rule docket concerning public charter schools. She said it provides a single application for all charter schools, regardless of the authorizing entity. It eliminates the notification requirement and petition review, and adds new language regarding the submission process. Ms. Bent said the Board worked with the stakeholders to reach an agreement. Section 202 concerns a single application process required by statute. The first part includes requirements for introduction, proposal, financial and facilities plan, the Board's capacity, student demand, and the group being served, meaning the primary attendance area. The second part of this section concerns the leadership structure and education services providers. In section 203, said Ms. Bent, there is cleanup language for administrative procedures. The language had referred to a section of Code which was stricken and was no longer relevant. Ms. Bent said this rule docket includes cleanup language to ensure citizens in the enrollment area are made aware of the school. Because language concerning petitions is now in statute, said Ms. Bent, this docket removes language regarding petitions. Based on statutory changes, language adding information about Articles of Incorporation and By-Laws is included.

In response to questions from the committee, **Ms. Bent** said having seventy-five days to respond to a certificate revision is the law. Either the chartering entity will respond, or the Board will follow up with them.

**MOTION:**

**Rep. Toone** made a motion to recommend the full committee approve **Docket No. 08-0204-1701. Motion carried by voice vote.**

**DOCKET NO.  
08-0301-1701:**

**Tracie Bent** explained this rule docket, which addresses requirements for petition and how charter schools are governed. In response to questions from the committee, Ms. Bent said the criminal history checks and school calendar instructional hours are monitored in Idaho Code. The criminal checks and calendar hours are submitted in the charter school application and received by the authorizing entity.

**MOTION:**

**Rep. Toone** made a motion to recommend the full committee approve **Docket No. 08-0301-1701. Motion carried by voice vote.**

**DOCKET NO.  
08-0401-1701:**

**Ms. Bent** explained most of this rule docket is technical updates for the Idaho Digital Learning Academy (IDLA), such as the current address, and accreditation language which is more consistent with other sections of Code. For example, the language specifies the consequences for plagiarism may be found in the student handbook, not the syllabus, as previously stated. Terminology is changed regarding teleconferencing, she added, and the language specifying the IDLA is grades seven through twelve has been removed, because some districts want to be able to use IDLA in the elementary grades. In response to questions from the committee, Ms. Bent said the IDLA is currently accredited by Northwest AdvancED. This is not a change for the IDLA, she added, because it is already following accreditation standards. Ms. Bent said this rule docket also cleans up other references in Administrative Rule and Idaho Code, so it is not necessary to amend the other sections.

**MOTION:**

**Rep. Toone** made a motion to recommend the full committee approve **Docket No. 08-0401-1701. Motion carried by voice vote.**

**DOCKET NO.  
08-0202-1705:**

**Tracie Bent** explained that this rule docket addresses the uniformity certification requirement. In response to questions from the committee, Ms. Bent said for individuals who complete in-state administrator programs, there is a requirement for an institutional recommendation. This rule docket defines what an institutional recommendation is. The Board has been working with post-secondary institutions to develop classes referenced in this rule docket for the last year. There are a number of courses available now, she said, available through institutions and school districts for professional development. Ms. Bent said the districts wanted more specificity, because they feared it would not be recognized as the required course. They felt the language still allowed variability within the course, and they could develop some courses for new administrators and others for veteran administrators. Ms. Bent said administrator certificate renewals are submitted to the Department of Education, which evaluates whether or not the administrator has met the requirements. She said more courses are expected to be available. Ms. Bent added the districts felt there is enough specificity that the certificate renewals are evaluated uniformly by the Department of Education. Ms. Bent said that, without the specificity, the Board felt new Department of Education staff might reject the certificate renewals. When the post-secondary institutions are developing courses, she added, the rule specifies what the course should include. Ms. Bent said the Board did negotiated rule making with the stakeholder groups, and the stakeholders were not comfortable with the way the rule was currently written. They wanted to make sure a problem doesn't arise, where they can't renew certificates.

**Rep. Amador** commented that when the career ladder was created four years ago, a summer committee found only approximately thirty percent of evaluations were being conducted according to the standards. The administrators requested more clarification on the evaluation standards, said Rep. Amador, and the courses on evaluation standards are important to provide that clarification.

**MOTION:**

**Rep. Amador** made a motion to recommend the full committee approve **Docket No. 08-0202-1705. Motion carried by voice vote.**

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:21 a.m.

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Representative Syme  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
9:00 A.M.  
Room EW41  
Tuesday, January 23, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	College of Western Idaho	Dr. Bert Glandon, President
	College of Southern Idaho	Dr. Jeff Fox, President
	North Idaho College	Dr. Rick MacLennan, President
	College of Eastern Idaho	Dr. Rick Aman, President
	Idaho Career-Technical Education	Dwight Johnson, Administrator
	Career Technical Educators of Idaho	Clay Long, President

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep Kloc(Mason)
Rep Shepherd	Rep Amador	Rep McCrostie
Rep Boyle	Rep DeMordaunt	Rep Toone
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, January 23, 2018  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Dwight Johnson, Idaho Career and Technical Education; Mark Browning, Christi Rood, Skip Smyser, College of Western Idaho; Gideon Tolman, Division of Financial Management

**Chairman VanOrden** called the meeting to order at 9:02 a.m.

**MOTION:** **Rep. Amador** made a motion to approve the committee minutes of January 19, 2018. **Motion carried by voice vote.**

**Chairman VanOrden** welcomed the presenters and guests to the committee meeting, and recognized those from the new College of Eastern Idaho. **Dr. Bert Glandon**, president of the College of Western Idaho, introduced the board of the Idaho Community College Consortium to the committee. He gave a presentation on the challenges the College of Western Idaho (CWI) will face in the future, and how it is serving students in their communities. Dr. Glandon said CWI is the fastest growing community college and experiences 95% growth every year. It has not raised tuition since 2011, and the goal of keeping college affordable helps with student retention, he said. Dr. Glandon said the growth has increased the need for more buildings. Even the online classes need buildings and staff to support them, he added. Dr. Glandon said the colleges plans for enhancing student achievement include expanding online classes, including a new advising model, expanding student service hours, and a college Hispanic Initiative. Dr. Glandon said the state's keys to future student achievement are short and long-term facilities, providing funding for the adult completion scholarships, and keeping the funding sustainable.

**Dr. Jeff Fox**, College of Southern Idaho, introduced the board members and administrative team. Dr. Fox said that, until recently, CSI was the least expensive college in the state. It offers a variety of course delivery methods, including campus classes, dual-credit classes, off-campus outreach centers, and online classes. Providing transition coaches and academic coaches to high school students has resulted in 61% retention, said Dr. Fox, and the recruitment and advising efforts have increased the Fall-to-Fall retention rates. Two concerns the college has are the decline in on-campus enrollment and the challenge of reaching under-represented populations, said Dr. Fox. Although dual-credit enrollments have increased, the low unemployment rate has resulted in declining on-campus enrollment. Two approaches to reaching under-represented populations are the Hispanic Initiative and creating non-traditional scheduling, such as offering weekend classes for six semesters to attain a degree.

**Chris Martin**, Vice President for Finance and Business Affairs at North Idaho College, introduced the board of trustees at North Idaho College. He gave a presentation on the goals of the college and its roll in the community. The North Idaho College Foundation provides five million dollars in scholarships, said Mr. Martin. He agreed with the other presenters that the lower enrollment rates were the result of Idaho's strong economy. Employers are hiring students before they finish their degree programs, he added. Dual credit enrollments have risen. The future plans of the college is to create an entrepreneurship innovation center, said Mr. Martin. Libraries are becoming makerspaces, said Mr. Martin, and colleges need to evolve too.

**Dr. Rick Aman**, President of the College of Eastern Idaho, introduced the board of trustees. Dr. Aman gave a presentation on the status and goals of CEI. The four priorities for CEI, said Dr. Aman, are academic credit transfer, dual-credit and concurrent-credit class offerings, online class delivery, and workforce development. The College of Eastern Idaho is the least expensive community college in the state, said Dr. Aman, and he thanked the state of Idaho for providing the start-up funds for the college. Dr. Aman said the regional educational partnerships between the college and K-12 education and industry are important. The four community colleges belong to a consortium, and two-plus-two agreements with state four-year universities mean students are enrolled in both the two-year college and four-year institutions at the same time. CEI offers technical certificates, as well as two-year degrees, and the colleges is exploring the concept of T-2-4 with regional business and industry partnerships. Students may progress from a technical certificate to a two-year degree, followed by a four-year degree. Dr. Aman said the college works with business and industry partners to provide customized workforce training, industry-recognized certificates, and competency-based certificates.

In response to questions from the committee, **Dr. Glandon** said he thinks the dual-credit options will change people's perceptions of the rigor and credibility of Idaho's K-12 education. CWI hires high school faculty to teach those classes based on a set of qualifications. Mentors from CWI provide any resources the teachers need to align the high school curriculum to the college class. Dr. Glandon said that, as the bar gets raised for teachers, the pay scale should reflect that. The state can't afford to lose teachers after their first year, he added.

In response to questions from the committee, **Dr. Fox** said the college is working with students and their parents to improve go-on rates and retention rates. Colleges are making a difference in people's perception of education, he added. In response to questions from the committee, **Dr. Aman** said part of a community college's job is to provide re-mediation, if it is necessary, because community colleges admit any student. In response to questions from the committee, **Mr. Martin** said NIC is giving adult completers a chance during the summer to take one or two classes, and providing motivation to complete a certificate or a degree.

In response to questions from the committee, **Dr. Glandon** said CWI works with employers and BSU to analyze entry-level skill sets, and is responding to it in course and degree offerings. An attitude of life-long learning is critical, he added, because even students with certificates and degrees can achieve promotions with further education, he added. CWI is looking at offering more night, summer, and weekend class formats to help employees. In response to questions from the committee, Dr. Aman said all of Idaho's community colleges are working closely together. An Enterprise Resource Planning System is used by most community colleges, he added. Dr. Glandon said he can get the demographics of the students taking adult education classes to committee members.

In response to questions from the committee, **Dr. Aman** said badging is a critical element in competency-based education. All industries use it at some level, and it will become more utilized by colleges in the future, he said. **Lita Burns**, Vice-President of Instruction at North Idaho College, said schools need to provide students the connections of how the education applies to their dream jobs. The badge certificates motivate students to continue their education.

**Dwight Johnson**, Idaho Career and Technical Education Administrator, explained the agency's goals and focus areas. He said 66% of career and technical education students go on to college, compared to 49% of all Idaho students. The community colleges provide customized training with aid from businesses. Of the jobs which are highest in demand, said Mr. Johnson, seventeen out of twenty are CTE jobs. It is predicted that 138,000 new jobs will be created from 2014 to 2024, said Mr. Johnson, and two-thirds of those jobs require education beyond high school. A workforce shortage of 49,000 by 2024 is predicted, said Mr. Johnson, and half of the new jobs predicted can be filled by students with a two-year degree. The value of career and technical education, said Mr. Johnson, is that it connects students to real careers, provides workers for the talent pipeline, and makes education more meaningful. He said he appreciates **Governor Otter's** support in his 2018 State of the State Address to "meet the demand for more skilled workers."

**Mr. Johnson** said the focus areas of Idaho Career and Technical Education are to attract students, expand the capacity of secondary and post-secondary programs, and to continuously improve programs. He said the selling point for passing the school bond in Lewiston was the technical high school being built next to LCSC. Idaho State University is moving its CTE Program to a new building, he said, and the community leaders and parents are realizing the importance of career technical classes, he added. Mr. Johnson said legislation would be brought to the committee proposing to start secondary education at the seventh grade and requiring eighth-grade students to have a career plan which they update each year. Students could take aptitude inventories, and schools could organize speakers and visits to businesses, he added. He also recommended a legislative task force to identify career technical programs with 100% job placement and waiting lists in the post-secondary institutions for students. The governor recommended expanding workforce training centers to rural areas, said Mr. Johnson. He also recommended learn and earn models, which allow students to start apprenticeships at sixteen-years-old, rather than eighteen, as well as legislation which gives incentives to school districts which graduate career-ready students.

In response to questions from the committee, **Mr. Johnson** said school counselors deal with many issues, and career advising sometimes gets lost. The funding the legislature appropriates is critically important. He suggested including parents in the career exploration. Idaho Career and Technical Education has been looking at best practices across the country, and some ideas are providing access to online career exploration, bringing speakers to schools, and communicating effectively with college and career counselors. Mr. Johnson said **Dr. Clark** reminded them that introducing careers can be started as early as first grade, such as including career titles when learning the alphabet. Idaho CTE will be exploring best practices for a year before designing a program, he added.

**Clay Long**, president of Idaho Career Technical Educators, introduced himself and the organization. He said the organization has worked on a strategic plan for retaining the pipeline of CTE educators. Mr. Long said goals of the organization is to provide quality membership services and to work with the legislature. **Chairman VanOrden** commented that CTE is becoming much more relevant, and she looked forward to updates from the institutions and organizations.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:50 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Wednesday, January 24, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho State University	Dr. Arthur Vailas, President
	Lewis Clark State College	Dr. Tony Fernandez, President
	Boise State University	Dr. Bob Kustra

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep Kloc(Mason)
Rep Shepherd	Rep Amador	Rep McCrostie
Rep Boyle	Rep DeMordaunt	Rep Toone
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 24, 2018  
**TIME:** 8:30 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone  
**ABSENT/  
EXCUSED:** Representative(s) Boyle, Syme, McCrostie  
**GUESTS:** Mark Browning, College of Western Idaho; Harold Ott, Idaho Association of School Administrators and Idaho Rural School Administrators; Rob Winslow, Idaho Association of School Administrators

**Vice-Chairman McDonald** called the meeting to order at 8:30 a.m.

**Dr. Tony Fernandez**, president of Lewis Clark State College (LCSC), gave a presentation on the history and goals of the college. The goal of the college is to make college affordable to students, and LCSC has the lowest tuition of Idaho's four-year universities, said Dr. Fernandez. Enrollment has increased twenty percent in the last ten years, said Dr. Fernandez. He gave the demographics of the student population, of which 76% are first-generation college students, and 81% receive financial aid. Enrollment is related to the economy, said Dr. Fernandez, with enrollment going up during the recession, and going down during a strong economy. The college's dual-credit enrollment is increasing, and 1000 students were enrolled in dual-credit classes during fiscal year 2017, he said. The graduation rate has increased three percent each year, said Dr. Fernandez, and 67% of the graduating students remain in Idaho for employment. The college partners with industries, and graduates in the health sciences programs have a 95-100% placement rate, said Dr. Fernandez.

**Vice-Chairman McDonald** turned the gavel over to **Chairman VanOrden**.

**Dr. Fernandez** explained the work scholar program at LCSC, in which students work at the college or a local industry for ten to twenty hours a week. They must have a good grade point average, qualify for financial assistance, and demonstrate the ability and desire to succeed. They are interviewed for the positions. Staff mentors the work scholars, and the work scholars receive free tuition, said Dr. Fernandez. The retention rate of work scholars is 100%. In response to questions from the committee, Dr. Fernandez said the work scholars are employees of the college or local industry. The benefit to the college is the students participate in work related to the careers they desire.

In response to questions from the committee, **Dr. Fernandez** said it has become more difficult to recruit post-secondary students to a teaching career. LCSC gives students experiences in the classroom to help them know if it's the right career for them. He said everybody needs to let students know teaching is a rewarding profession.

**Dr. Arthur Vailas**, president of Idaho State University (ISU), gave an overview of the growth and goals of Idaho State University (ISU). He said ISU serves a variety of regions, and the career-technical education is important at the undergraduate level, graduate level, and post-graduate level. Dr. Vailas said the best way to look at education is as an integrated and consolidated system designed to produce a skilled, flexible workforce. One of the goals, he said, is innovation which takes into account the future Idaho wants and how to get there. Dr. Vailas gave an example of bio-manufacturing, which is an industry worth trillions of dollars globally. Dr. Vailas said twenty-five percent of ISU's resources come from the state, including tuition appropriations. Seventy-five percent of the resources come from clients, including students, business partners, and philanthropy.

One of the goals of Idaho State University, said **Dr. Vailas**, is to increase access to post-secondary education. ISU is accomplishing this by providing a flexible curriculum in the form of online classes, dual-enrollment classes, and classes to accommodate students' schedules. After discounts, said Dr. Vailas, ISU tuition is less than the tuition at state community colleges. ISU is providing an infrastructure for students with the goal of aiding Idaho's economic future, he added.

In response to questions from the committee, **Dr. Vailas** said he believes there are three things post-secondary educational institutions can do to improve people's perception of Idaho's educational system: use input from industries, the Department of Labor, and Economic Development Counsels; improve partnerships with business and industry, and allocate state money to leverage money from other sources; and improve assessment in ways to access and predict the outcome of an action. He said ISU provides \$19 million a year in financial assistance, because the students in the area are very poor. The adult learner scholarships are important, he said, to help relieve the fears of failure and going in debt. ISU also provides discounts on tuition. It is important for education to be transportable and flexible, such as flexible scheduling, online classes and online advising. Other things universities can do to be more affordable is to provide financial advising, said Dr. Vailas. He said ISU currently has \$300 million in deferred maintenance of old buildings, and would appreciate support from the legislature. For every \$2.2 million the institution receives, the state needs to allocate \$7.8 million more, he added. Dr. Vailas said universities in Idaho are collaborating more than ever before. The more money the state provides to students, the greater Idaho's go-on rate will be.

In response to questions from the committee, **Dr. Vailas** said ISU has several programs to help bridge students from high school to college. For example, the summer session has large discounts on tuition, and attending the summer session gives students confidence they can finish college. The dual-enrollment classes also give high school students confidence they can complete college, and make college less expensive for them, said Dr. Vailas. ISU employs professional recruiters to go to high schools and build relationships to improve college go-on rates and retention. Dr. Vailas said he is proud of his faculty, because they work hard to develop the whole student, and he also encourages ISU faculty to go to high schools to build relationships. The national average for GED Program completion is 12%, said Dr. Vailas, but the completion rate for ISU's GED Program is 76%. The university has programs to identify at-risk students and intervene to increase the retention rate.

**Dr. Bob Kustra**, President of Boise State University, gave a presentation on BSU's goals and initiatives. He said 70% of BSU's funding comes from the state. The university raised approximately \$18 million of its \$52 million goal, but it is not enough for the amount of scholarships the institution needs, he said. BSU found more people would donate money for scholarships if they were asked to donate enough to help move one student through one year of college. College retention is increased to 80% from the first year to the second year with the aid of scholarships, he added. BSU has found that the cost of post-secondary education goes up if it takes a student more than four years to complete a four-year degree, said Dr. Kustra. BSU created a "Finish in Four" Program which insures students will graduate in four years, if they follow all the instructions. BSU has 4,000 students who are taking classes completely on line, and the number of online courses and degrees is increasing. The majority of students will take at least one online class, said Dr. Kustra. All the colleges and universities are doing a great job of increasing their dual enrollment classes, he added. BSU's dual-credit enrollment has increased by 80% over the last four years, and over 21,000 credits have been earned by high school students. If a high school student does well and takes the right courses, he said, the student can reduce college by one year. Dr. Kustra said BSU's honors college is convincing students and parents there is no reason to go out-of-state for education with high rigor, which is saving Idaho families money. Also, one-third of students who go out of state for college do not return to Idaho after college, he said.

BSU's efforts to improve the number of students in post-secondary education, and the number of students in teacher education programs, include the following: investigating a "Parents' Academy" Program based on the one at the University of Arizona, for parents with no post-secondary education experience; the Pesky Award for Inspirational Teaching presented to four teachers at graduation; and finding out from parents why there is not more praise for teachers. **Dr. Kustra** spoke of the College of Innovation and Design and the Beyond the Major Program, which includes certificates of readiness from the Harvard Business School. Dr. Kustra said colleges need to educate students for the skills and competencies for current jobs, and to create programs focused on skills and competencies. There are not enough computer scientists with the skills to deal with current issues, said Dr. Kustra, and they are not staying at the same job for more than two years. BSU needs more faculty in computer scientists, and it is using IGEM Funds to hire more computer science faculty. The number of computer science faculty tripled from 2014 to now, he added. BSU is asking Apple for funding, he said, and Apple will have confidence in BSU's programs if the legislature shows confidence in BSU.

In response to questions from the committee, **Dr. Kustra** said one of the goals of the Beyond the Major Program is to evaluate the marketability of majors, but it is short-sighted to look at only the last three to five years of current need. Majors in science, technology, engineering, math and business are not the only marketable jobs. The Beyond the Major Program is designed to stand alongside the major of students graduating with a bachelor's degree, he added. Instead of shutting down "unemployable" majors, said Dr. Kustra, those majors should have some business education and experience. Two programs are designed to give students experiential education: Boise State X Program and Work You Program.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:25 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #3  
HOUSE EDUCATION COMMITTEE  
9:00 A.M.  
Room EW41  
Thursday, January 25, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS25812C1</a>	Relating to Sex Education	Representative Julie VanOrden
<a href="#">RS25891</a>	To Provide That Certain Students Sounding Taps at a Military Honors Funeral Be Allowed an Excused Absence	Representative Don Cheatham
	Idaho Parent Teacher Association	Maria Johnson -Lorcher, VP of Advocacy
	Leader in Me: FranklinCovey Education	Audrea Lotman, Client Partner for Oregon, Idaho and Alaska  Dr. Kasey Teske, Principal at Canyon Ridge High, Leader in Me School in Twin Falls  Ms. Beth Olmstead, Principal at Lincoln Elementary, Leader in Me School in Twin Falls  Ms. Melina Ficek, Teacher at Lincoln Elementary School in Twin Falls

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, January 25, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Rep.(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** Rep.(s) Shepherd, Boyle, Kerby

**GUESTS:** Ronda Heggen, Lisa Kramer, State Department of Education; Kari Overall, Idaho Education Association; Karen Echeverria, Idaho School Board Association; Audrea Lotman, Melina Ficek, Beth Olmstead, Kasey Teske, The Leader in Me; Leslie Anderson, Maria Lorcher, Lisa Morgan, Jacob Morgan, Anja Morgan, Alexis Morgan, Linda Johnson, Nicki Thompson, Rory Cloud, Hans Aagard, Megan Gurste, Tricia Cook, Stephanie Glancey, Idaho Parent Teacher Association

**Chairman VanOrden** called the meeting to order at 9:00 a.m.

**Chairman VanOrden** said she felt RS legislation should be printed, unless the committee sees technical errors. Sending legislation to print is not saying the committee supports the legislation, she added, and questions can be addressed at the full bill hearing. Chairman VanOrden turned the gavel over to **Vice-chairman McDonald**.

**RS 25812C1:** **Rep. VanOrden** spoke to **RS 25812C1**. She said it addresses four parts of Idaho Code: 33-16-08, 33-16-09, 33-16-10, and 33-16-11. Rep. VanOrden said the most significant change is to Section 33-16-08. The language has been updated and simplified. The decision about whether to introduce sex education and how to introduce it is made at the local level by the school board, she said. It specifies the school district shall involve the community and family groups, and it simplifies the four Idaho Code sections to one section. She said she hopes the committee will print the legislation, so it can hear the story about the woman who brought this part of Code to her attention. In response to questions from the committee, Rep. VanOrden said the idea for the legislation came from a young woman attending BSU, and was drafted with the help of the Legislative Services Office.

**MOTION:** **Rep. Amador** made a motion to introduce **RS 25812C1**. **Motion carried by voice vote.**

**Vice-chairman McDonald** returned the gavel to **Chairman VanOrden**.

**RS 25891:** **Rep. Cheatham** spoke to **RS 25891**. He said the new legislation allows students in grades six through twelve to play "Taps" for veterans' funerals without being considered absent for funding purposes. In response to questions from the committee, Rep. Cheatham said he has heard students are having a difficult time being released for this purpose, but the committee could ask **Tracie Bent**, Office of the State Board of Education, at the full bill hearing.

**MOTION:** **Rep. Mendive** made a motion to introduce **RS 25891**.

**Rep. McCrostie** said he was concerned about the younger students being included.

**SUBSTITUTE MOTION:** **Rep. McCrostie** made a substitute motion to return **RS 25891** to the sponsor.

**Rep. Kerby** commented he thought it would be nice if a younger student was able to play at a family funeral.

**VOTE ON  
SUBSTITUTE  
MOTION:**

**Substitute Motion failed by voice vote.**

**VOTE ON  
MOTION:**

**Motion carried by voice vote.**

**Maria Johnson-Lorcher**, vice-president of advocacy, gave an update on the Idaho Parent Teacher Association. She said Idaho PTA is part of the State Department of Education's task force on assessments, and it is collaborating with the Idaho Digital Learning Academy and the State Department of Education to create a one-stop parent portal. Goals the PTA is working on are the following: infrastructures for schools, making funds available so no student is denied breakfast or lunch, bi-lingual notifications, and education interventions in reading and math in middle school. Parent feedback about the literacy intervention program is that it is being used, and parents would like to see it expanded. The PTA continues to work with counselors and continues to support the Keep Idaho Safe Act.

In response to questions from the committee, **Ms. Johnson-Lorcher** said PTA dues are \$7.50 per member per year. The cost to student members is \$4.00 a year. Some funds stay with the local organization, and some funds go to participate in national programs, she said. The national organization provides an accounting of how the national dues are spent, and it provides training and marketing materials. This is available on the national PTA website, she added, and the state website directs parents to the national website, if they want to know this information. In response to questions from the committee, **Ms. Johnson-Lorcher** said the studies used about the advantages of early childhood education are provided by Idaho Education for Young Children, and sources are listed on the PTA Website.

**Rep. Clow** introduced **Audrea Lotman**, client partner with the Franklin Covey Education Leader in Me Program. **Ms. Lotman** gave a presentation on the mission and goals of the Leader in Me Program, which is used in several schools in Twin Falls. She said the mission is to enable greatness in schools and communities, and the program empowers students with the skills they need to survive and to be leaders. **Ms. Lotman** spoke about the five core paradigms and said the key to making significant improvements in education is to work on the paradigms. She explained the connections between the program and the state's goals for education. **Ms. Lotman** said approximately 150 schools in Idaho would qualify for a grant to fund the program, and she asked the committee members to consider visiting a Leader in Me School to see the effects on students.

**Beth Olmstead** said her goal as principal is to break the cycle of poverty and empower students. Her school is the fifth poorest in the state, with a 93% poverty rate and a homeless rate of over ten percent. A teacher brought the Leader in Me Program to her attention, and the entire staff embraced it. **Ms. Olmstead** said this is only the second year the school has used the program, but the change in the confidence of the students is tremendous.

**Melina Fecik**, fourth-grade teacher, said she loves teaching, but it was frustrating to teach kids facing issues of poverty. She told the principal the school needed the program. **Dr. Kasey Teske** said every school he has been the administrator of has had disadvantaged students. His own children went to the first Leader in Me School in Twin Falls, and he said the school became a very different culture than what it used to be. In Twin Falls, four elementary schools, the middle school, and the high school are using the Leader in Me Program. The program makes the school culture more productive and positive, he said, and it gives students more opportunities to practice making life decisions.

In response to questions from the committee, **Ms. Lotman** said measurable results assessments are only available for the last two years. In response to questions from the committee, **Dr. Teske** said he has seen huge improvements at Harrison Elementary School in the last year, and if you can change the culture, everything changes. In response to questions from the committee, **Ms. Olmstead** said the process permeates everything in the school, so she doesn't think of it in terms of how it relates to common core. It is not another thing to do, she added, but just how the school takes care of its business. Dr. Teske said the program needs to look different in high school. In his high school, ten percent of students are international and refugee students, and thirty percent are Hispanic. The high school found students did not have time after school to participate in clubs, because they were baby-sitting their siblings. The school has a club day once a month, so students can be involved in a club during the school day. If students are not successful in high school, added Dr. Teske, they are usually unemployed, underemployed, or in jail.

In response to questions from the committee, **Ms. Lotman** said the program will align with any goals or programs. The biggest change, she added, is shifting student paradigms. Although the Superintendent of Public Instruction, **Dr. Sherri Ybarra**, supports the program, it is not an initiative, said Ms. Lotman, because it must be a grass roots movement initiated by the staff of a school.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:10 a.m.

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Rep. VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**KERBY SUBCOMMITTEE**  
Kerby  
Upon Adjournment of the Full Committee  
Room EW41  
Friday, January 26, 2018

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">08-0202-1701</a>	Rules Governing Uniformity - Professional Standards Commission Revisions	Duncan Robb, Chief Policy Advisor, Idaho State Department of Education
<a href="#">08-0202-1702</a>	Rules Governing Uniformity - Standards for Idaho School Buses and Operations	Duncan Robb
<a href="#">08-0203-1702</a>	Rules Governing Thoroughness - College Entrance Exams	Duncan Robb
<a href="#">08-0203-1703</a>	Rules Governing Thoroughness - Idaho Content Standards; Core Content Connectors	Duncan Robb
<a href="#">08-0203-1704</a>	Rules Governing Thoroughness - Special Education Manual	Duncan Robb
<a href="#">08-0203-1708</a>	Rules Governing Thoroughness - Idaho Content Standards; ELPA Achievement Standards	Duncan Robb
<a href="#">08-0203-1711</a>	Rules Governing Thoroughness - Idaho Alternate Assessment Achievement Standards	Duncan Robb

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman Kerby

Rep.Shepherd

Rep.DeMordaunt

Rep.Moon

Rep.McCrostie

COMMITTEE SECRETARY

Jenifer Cavaness-Williams

Room: EW49

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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**KERBY SUBCOMMITTEE**  
Kerby

**DATE:** Friday, January 26, 2018  
**TIME:** Upon Adjournment of the Full Committee  
**PLACE:** Room EW41  
**MEMBERS:** Chairman Kerby, Representatives Shepherd, DeMordaunt, Moon, McCrostie  
**ABSENT/  
EXCUSED:** DeMordaunt  
**GUESTS:** None

**Chairman Kerby** called the meeting to order at 9:36 a.m.

**DOCKET NO. 08-0202-1702:** **Duncan Robb**, State Department of Education, spoke to this rule docket, which adds detail about new reimbursements to school districts for miles driven for maintenance and field trips.

**MOTION:** **Rep. McCrostie** made a motion to recommend that the full committee approve **Docket No. 08-0202-1702. Motion carried by voice vote.**

**DOCKET NO. 08-0203-1702:** **Mr. Robb** spoke to this rule docket, which allows the state to pay for college entrance exams, when a student has entered a high school in eleventh grade. It also allows students who took the Compass Exam, which was discontinued, to use that exam for graduation requirements. In response to questions from the committee, **Karlynn Laraway**, Director of Assessment and Accountability, said the amount of students who would be impacted by this administrative rule is approximately five cases per year. The Department does not anticipate a significant increase in this number, she added.

**MOTION:** **Rep. Shepherd** made a motion to recommend that the full committee approve **Docket No. 08-0203-1702. Motion carried by voice vote.**

**DOCKET NO. 08-0203-1703:** **Duncan Robb** spoke to this rule docket. He explained how it replaces outdated content standards which apply to students with significant cognitive disabilities.

**MOTION:** **Rep. Moon** made a motion to recommend that the full committee approve **Docket No. 08-0203-1703. Motion carried by voice vote.**

**DOCKET NO. 08-0203-1704:** **Mr. Robb** spoke to this rule docket. He explained the rule docket makes minor corrections, mostly related to the definitions of deaf and hard-of-hearing. In response to questions from the committee, **Dr. Charlie Silva**, Special Education Director, said the changes were recommended by a committee of twenty professionals around the state. The fluctuating hearing loss does not apply specifically to recurrent ear infections, she said. It is referring to other hearing conditions where hearing ability may fluctuate, and those would qualify for a 504, whereas a student with recurrent ear infections would be placed on an IEP, said Dr. Silva. Dr. Silva said a team of experts would work with parents to evaluate which plan would be best for the student, and the Department will provide a guide to explain the changes for all school personnel.

**MOTION:** **Rep. McCrostie** made a motion to recommend that the full committee approve **Docket No. 08-0203-1704. Motion carried by voice vote.**

**DOCKET NO. 08-0203-1708:** **Duncan Robb** spoke to this rule docket. He explained it creates achievement standards for English Language Learners.

**MOTION:** **Rep. McCrostie** made a motion to recommend that the full committee approve **Docket No. 08-0203-1708. Motion carried by voice vote.**

**DOCKET NO. 08-0203-1711:** **Mr. Robb** spoke to this rule docket. He explained it concerns alternative assessment achievement standards for students with significant cognitive disabilities.

**MOTION:** **Rep. Moon** made a motion to recommend that the full committee approve **Docket No. 08-0203-1711. Motion carried by voice vote.**

**DOCKET NO. 08-0202-1701:** **Chairman Kerby** said the Department assured the subcommittee at the last meeting that the occupational therapists and physical therapists are in favor of this rule docket, because it allows them to be considered certified staff. The question asked was if districts would be reimbursed for physical therapists and occupational therapists as certified staff without statutory approval. **Mr. Robb** said it had been discovered that these staff members had been reimbursed as certified staff, but Idaho Statute did not authorize this classification. In addition to the pending rule, the Department ran a temporary rule, so these staff members could be paid. However, that rule was not approved by the Division of Financial Management. **Mr. Robb** said the Department has prepared draft legislation which will put language into code to place these individuals on the career ladder according to the number of years employed by the school district. It is not fair, he added, that these individuals who have been with a school for years are not reimbursed for those years of service, because they are not considered certified staff. In addition, said **Mr. Robb**, the Department would be meeting with stakeholders this next legislative interim. The Department will work on an administrative rule which allows occupational therapists and physical therapists working in schools to use the credits taken for occupational license renewal for education license renewal, as well.

**MOTION:** **Rep. Moon** made a motion to recommend that the full committee reject **Docket No. 08-0202-1701.**

**SUBSTITUTE MOTION:** **Rep. McCrostie** made a substitute motion to recommend that the full committee approve **Docket No. 08-0202-1701.**

In response to questions from the committee, **Mr. Robb** said the school districts told the Department they approved of the rule docket. The districts can use it if they would benefit from it, but they are not required to hire physical therapists or occupational therapists. In response to questions from the committee, **Rob Winslow**, Idaho Association of School Administrators, said the school superintendents would like to be able to receive funding for the salaries of physical therapists and occupational therapists, and they would like this clarification for those individuals to be able to be certified staff. **Chairman Kerby** said these individuals had been paid as certified staff from 1994 to 2015, before it was discovered there is no statutory authority to do so. This rule docket is needed, so these individuals can be certified, and school districts can receive money for these positions as certified from the state.

**VOTE ON SUBSTITUTE MOTION:** **Substitute Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:05 a.m.

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Representative Kerby  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
Upon adjournment  
Room EW41  
Friday, January 26, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	University Of Idaho	Chuck Staben, President

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, January 26, 2018  
**TIME:** Upon adjournment  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone  
**ABSENT/  
EXCUSED:** Representative(s) Boyle, Clow  
**GUESTS:** Kathryn Vincen, Tim Hill, State Department of Education; Brad Hunt, O.A.R.C.

**Chairman VanOrden** called the meeting to order at 9:40 a.m.

**Chairman VanOrden** said she understood the committee chairs address RS legislation differently. She said she prefers the committee only address technical corrections and questions regarding the fiscal note matching the language of the bill at the print hearing, and questions about the content of the bill may be asked at the bill hearing.

**Chuck Staben**, University of Idaho President (UI), gave a presentation on the University of Idaho and post-secondary education. To reduce cost and provide greater accessibility to post-secondary education, the University of Idaho provides \$25 million in aid, and 37% of the students are first generation college students. The university is increasing the number of degrees it offers and works closely with the community colleges. The dual-credit and concurrent credit classes have high rigor and credibility, and high school students who take them graduate from college faster, he said. President Staben said the university has been working with an advisory board of industry leaders to create curriculum which prepares students for employment and meets the need of the high-tech industry in Coeur d'Alene. To improve retention of students, the university is using funding from the state to create a professional advising model, and it is using a data management tool to track students, said Mr. Staben. President Staben said that 80% of high school students say they want to pursue post-secondary education, but only 40% actually do. One thing the university is doing to improve this rate is the I Go Program, which embeds a university employee in high schools. The University of Idaho also funds Raise Me microscholarships which rewards high school students for collegiate behavior. The university is making progress, he said, and the retention rate rose from 77% to 82% this last year. It is the highest retention rate in Idaho, said President Staben, and above the national average.

In response to questions from the committee, **Mr. Staben** said the university cannot embed a counselor in all the high schools, because it is expensive. They are investigating the application of modern technology, such as a chatbot, to make the connections to high schools less expensive. Georgia State University serves a disadvantaged population, he said, and it uses a chat bot to answer student questions. Mr. Staben said the university is extending admission to four or five years after graduation, and the completer scholarship could facilitate re-entry to post-secondary education for students. More online courses and degrees will also facilitate re-entry to post-secondary education, he added. In response to questions from the committee, Mr. Staben said the university has had conversations with the coal industries about workforce development and have discussed re-opening the school of mines. However, there is currently not sufficient demand. The university

is also looking at models of teaching and trends to see how it can support teacher preparation, in-service and pre-service courses.

In response to questions from the committee, **Mr. Staben** said students drop out of college, particularly STEM classes, in the eighth grade. Based on a study funded by Micron, students' confidence in math declines in sixth grade. Prior to sixth through eighth grade, students are very motivated to pursue STEM careers, and this number is balanced between the genders, he said. Students begin to struggle in the middle school years, and parents lose confidence in their own ability to help their children with homework. Mr. Staben suggested creating a program to help parents with math skills, because math is often the barrier to pursuing STEM careers. There are programs which do this in Hong Kong and Australia, he added. Mr. Staben said the University of Idaho Campus has vacant housing and low enrollment during the summer, so one idea is to offer half off of tuition and housing costs during that session.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:25 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, January 29, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS25793</a>	Relating to Firearms Safety; To Authorize and Encourage a School District to Adopt an Elective Course in Firearms Safety Education And To Authorize Instructors	Rep. Nate
<a href="#">H0366</a>	Worker's comp., public employment	Tracie Bent
<a href="#">H0367</a>	Education, resident student	Tracie Bent
<a href="#">H0368</a>	Higher education, retirement	Tracie Bent

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep Kloc(Tway)
Rep Shepherd	Rep Amador	Rep McCrostie
Rep Boyle	Rep DeMordaunt	Rep Toone
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, January 29, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Harold Ott, Idaho Association of School Administrators and Idaho Rural School Administrators; Kari Overall, Matt Compton, Sue Wigdorski, Idaho Education Association; Clark Corbin, Idaho Educational News; Marilyn Whitney, Governor's Office; Quinn Perry, Idaho School Boards Association

**Chairman VanOrden** called the meeting to order at 9:02 a.m.

**Chairman VanOrden** reminded the committee of the afternoon joint meeting with the Senate Education Committee. She welcomed **Rep. Chilcote** to the committee, substituting for **Rep. Kloc**. She said there would be no testimony at print hearings and encouraged members to ask questions at the full bill hearing. Technical questions and questions on the fiscal note are appropriate at print hearings.

**RS 25793:** **Rep. Nate** spoke to **RS 25793**. Currently, twelve states allow gun safety to be taught in school, he said. This legislation encourages schools to teach gun safety, he said, but does not mandate it. Rep. Nate explained that the Eddie Eagle Program, which teaches kids to stop, don't touch, and tell an adult, reduces firearm deaths by 80%. The legislation adds Title 33, Section 16 to Idaho Code which authorizes school boards to include gun safety instruction, he said.

**MOTION:** **Rep. DeMordaunt** made a motion to introduce **RS 25793**.

In response to questions from the committee, **Rep. Nate** said the reason for the legislation is that it removes any doubt as to the legality of including gun safety classes in school.

**VOTE ON  
MOTION:** **Motion carried by voice vote.**

**H 366:** **Tracie Bent**, Chief Planning and Policy Officer, Office of the State Board of Education, spoke to **H 366**. She said it amends Section 72-205. In cases where the employer of a work study student is including the student in the employer's workman's compensation plan, the post-secondary educational institution does not also have to provide workman's compensation. In response to questions from the committee, Ms. Bent said Subsection 9 defines the work experience student, and the student does not have to receive wages to be covered by the employer's workman's compensation.

**MOTION:** **Rep. McCrostie** made a motion to send **H 366** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. McCrostie** will sponsor the bill on the floor.

**H 367:** **Tracie Bent** spoke to **H 367**. She said it extends the time period after secondary school graduation to post-secondary school attendance from six to seven years, for purposes of in-state residency status. She explained some students with strong ties to Idaho, who wanted to return to Idaho for graduate school, were falling outside of the current six-year time frame granted for in-state tuition purposes.

In response to questions from the committee, **Ms. Bent** said the Board could have chosen a date for determining when the six years begins, but it felt this would give students more room to qualify for in-state tuition, and it is simpler. The Board heard from eight students last year who did not qualify for in-state tuition, and it heard from approximately five students the previous Fall, said Ms. Bent. Only approximately seventeen percent of college students graduate in four years, she said, so this rule change also helps those students who take longer to graduate. In response to questions from the committee, Ms. Bent said if a student leaves Idaho, the student must show an Idaho domicile of twelve months before being eligible for in-state tuition again. Surrounding states' requirements vary widely, she said. Some have more restrictive requirements, but the Board has found there is a movement to be much less restrictive. Previously, Idaho had reciprocity with Washington, Oregon and Utah, but there is no longer a need for reciprocity. Another benefit of extending the time for students to be eligible for in-state tuition is that resident students can participate in professional programs, such as WWAMI, and those programs have a limited number of seats, said Ms. Bent. If the change had been in place for the last two years, it would have covered all the students who approached the Board. The Board considers students who have family or employment in Idaho to have strong ties, but it has no bearing on determining a student's residency status, said Ms. Bent. The Board considered took strong ties into consideration when deciding the time should be extended to seven years, because those students are more likely to remain in Idaho. Ms. Bent said the time of graduation from high school is the determining start time, whether the student graduates in the Summer or the Winter.

**MOTION:** **Rep. DeMordaunt** made a motion to **HOLD H 367** in committee. **Motion carried by voice vote.**

**H 368:** **Tracie Bent**, State Board of Education, spoke to **H 368**. She said it removes outdated language related to the public employees Optional Retirement Program. The legislation updates Section 33-107A and 33-107B, Idaho Code; removing outdated language regarding PERSI unfunded liability requirements, and updates language regarding the types of "contracts or certificates" benefits can be provided from. On July 1, 1997, Idaho community colleges and Eastern Idaho Technical College began requiring newly-hired non-classified (professional and faculty) employees to enroll in an Optional Retirement Plan (ORP) to take the place of PERSI for retirement benefits. Existing employees at the time were allowed to make a one-time election to move to the ORP or remain with PERSI. Additionally, any new non-classified employees that are already vested in PERSI at the time of hire may elect to remain in PERSI. Due to this change in 1997, PERSI required that the community colleges and Eastern Idaho Technical College pay 3.83% of all ORP employees' wages to PERSI to cover the "unfunded liability" for future retirements of employees already in the PERSI system, caused by the removal of such a large pool of employees from PERSI. The unfunded liability provision expired on July 1, 2011.

In response to questions from the committee, **Ms. Bent** said the reason the state has to contribute to the optional retirement fund at the same rate as it does for PERSI is to show the benefit from the state is the same. Regardless of how the plan performs, she said, the individual will get the same benefits from the state, even though the accounts are different. The amount the individual gets at retirement is based on the performance of the fund, unlike PERSI, said Ms. Bent. **Rep. Clow** commented this difference is important for educators who move around the country. In response to questions from the committee, Ms. Bent said not including the College of Western Idaho in Section 33-107B was an oversight, because CWI is not already on that list. This Section applies to employees hired after July 1, 1997, and the College of Western Idaho was created in the year 2007. In response to questions from the committee, Ms. Bent says if an employee at a community college is already vested in PERSI, that individual may chose to remain in PERSI. Classified staff can still participate in PERSI, but faculty and administrators must participate in the optional plan.

**MOTION:** **Rep. Syme** made a motion to **HOLD H 368** in committee.

In response to questions from the committee, **Ms. Bent** said that holding the legislation in committee would restrict which type of accounts the fund could be invested in. There are more tools now than there were in the 1990's, and holding the legislation would limit the performance of the accounts. Holding the legislation would not change that the optional retirement plan is mandatory for some employees, she added.

**SUBSTITUTE MOTION:** **Rep. McCrostie** made a substitute motion to send **H 368** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Bent** said the reason CWI is not listed is this Section of Idaho Code applies to all community colleges. When CWI was created, a new Section of Idaho Code was created to define how they were created. The change from Eastern Idaho Technical College to Eastern Idaho College is to make sure the employees are all treated the same, said Ms. Bent. When community colleges hire employees now, said Ms. Bent, faculty and administration still must choose the optional retirement plan, but classified staff may choose either plan. The legislation only changes the types of funds the optional retirement account may invest in, she added.

**Rep. Boyle** said she supported the original motion and would like to hear the opinion of the College of Western Idaho (CWI) about this legislation. **Rep. Clow** said he supported the substitute motion. The reason CWI is not listed, he said, is because it did not exist before 1997, and the employees are already covered. **Rep. McCrostie** commented he feels comfortable with the current status of CWI faculty being able to participate in the optional retirement plan.

**AMENDED SUBSTITUTE MOTION:** **Rep. Boyle** made an amended substitute motion to send **H 368** to General Orders, for the purpose of including the College of Western Idaho on page three.

**MOTION WITHDRAWN:** **Rep. McCrostie** withdrew his substitute motion. He said he supported the amended substitute motion.

In response to questions from the committee, **Ms. Bent** said the language in question on page three, line thirteen, lists community colleges. It is not inclusive as written, but the College of Western Idaho already falls within that definition. She said the Board would need to look at whether or not it would affect employees transferring from Boise State University to the College of Western Idaho.

**Rep. Kerby** said he supports the original motion, because it gives the Board time to research the answer to this question. **Rep. McCrostie** said he thought language on page four, lines forty through forty-six, needs to be added which would affect CWI, because the language stricken affects all community colleges, and the new language will affect all community colleges, as well. He said Section 33-107B includes all teaching staff and officers of all community colleges, so new colleges would not need to be added. The language only affects employees hired before 1991, he added. **Rep. McCrostie** said he thought the bill was fine as it stands, but he was willing to send it to General Orders to add CWI. **Rep. Syme** asked if it would be better to hold the bill in committee and bring it back as an amendment, or to send it to General Orders. **Ms. Bent** said the Board cannot introduce a new bill without working with a legislator. **Rep. Amador** expressed concern that the bill could languish on General Orders or be very changed. He said he supports the original motion. **Rep. Clow** said if no amendments are offered, it could be sent back to the committee. **Rep. Boyle** commented that it is faster to send the bill to General Orders than to go through the bill drafting process.

**VOTE ON  
AMENDED  
SUBSTITUTE  
MOTION:**

**Chairman VanOrden** called for a vote on the amended substitute motion. **Motion carried by voice vote.** **Rep. Shepherd** requested he be recorded as voting **NAY**. **Rep. Boyle** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:10 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

JOINT  
**HOUSE EDUCATION COMMITTEE  
AND  
SENATE EDUCATION COMMITTEE**  
3:00 P.M.  
Lincoln Auditorium WW02  
Monday, January 29, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho School Funding	Emily Parker, Policy Analyst
	Education Commission of the States	Michael Griffith, School Finance Strategist

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
JOINT MEETING  
**HOUSE EDUCATION COMMITTEE**  
**SENATE EDUCATION COMMITTEE**

**DATE:** Monday, January 29, 2018

**TIME:** 3:00 P.M.

**PLACE:** Lincoln Auditorium WW02

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, Buckner-Webb, Ward-Engelking

**ABSENT/  
EXCUSED:** None

**GUESTS:** Quinn Perry, Idaho School Boards Association, Sue Wigdorski, Idaho Education Association, Kari Overall and Matt Compton, Idaho Education Association, and Marilyn Whitney, Governor's Office.

**Chairman VanOrden** called the meeting to order at 3:00 p.m.

In preparation for the presenters from Idaho School Funding and Education Commission of the States, **Rep. Horman** reported on work preformed by the legislative interim committee on the public school funding formula. Purpose of the interim committee: study Idaho's public school funding formula in order to make recommendations during the 2017 and 2018 legislative sessions. Reasons for study: current funding formula enacted in 1994 may be outdated, evolving needs of students and staff, changes in technology and delivery of education. Methods of study used by the interim committee included historical review of current funding formula and systematic review of funding distribution for transportation funding, math and science funding, base salaries for classified staff, facilities funding. Additional study methods included big picture review of where we need to be related to mastery-based education, weighted funding for specific student populations, addressed student mobility and timing of funding distributions to school districts, how other states address health insurance, enrollment counts compared to average daily attendance (ADA vs. Enrollment), and also included public testimony, a survey of stakeholders and the public. Options looking forward include analysis of Idaho school district funding and national perspective of funding formula options, review of simulator and other student-based funding considerations, summary of current statutory and other program funding distributions, weighted funding for specific student populations in student-centered funding formulas, performance certificates required for charter schools, outcome measures in new-student centered funding formula. Work preformed by the legislative interim committee on public school funding formula led committee members to recommend it is in the best interest of the State to move forward to an enrollment counts and student-based formula, with increased flexibility in expenditures at the district level.

**Emily Parker**, Education Commission of the States, explained Idaho currently uses a "resource allocation" system that provides districts a predictable level of resources, allows policy makers to see what education dollars are buying and allows the state to control most education policy expenditure decisions. The current funding formula has been in place since 1994.

**Michael Griffith**, Education Commission of the States, explained 1) how Idaho compares to other states school funding sources indicating in Idaho 47.1% came from the state, 44.6% from local, and 8.3% from federal sources. 2) Per pupil spending of \$6,923 per Idaho student which ranks Idaho 49th in the country. 3) Average teacher salaries of \$46,122 across Idaho which ranks Idaho at 47th in the country. Between 2015 and 2016 the average teachers salary in Idaho increased 2%. 4) Idaho high school graduation rate of 78.9% ranking Idaho 39th in the country. 5) NAEP Scores indicated 32% of Idaho 8th grade students proficient or above grade level in math and 33% proficient or at grade level in reading. Next, Mr. Griffith explained the components of a high-quality funding system: 1) Adequate funding to sufficiently meet current state education requirements. 2) Equitable so all districts have access to relatively equal levels of resources and all students have access to relatively equal educational offerings. 3) Flexible allowing districts the ability to use resources to meet unique needs. 4) Adaptable formula that can handle changes in the way educational services are delivered with little or no adjustment. Mr. Griffith explained Idaho's current system made sense when students primarily attended brick and mortar neighborhood schools; however, over time boundary expansion, advances in technology and mobile learning have changed the way school districts deliver education services requiring adjustments to the formula.

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 4:53 p.m.

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Representative VanOrden  
Chair

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Karen Westen  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, January 30, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS25866</a>	Stating Findings of the Legislature and Recognizing the Boundary County Library District as the Best Small Library in America in 2017	Rep. Dixon
	House Education Subcommittee Report and Minutes Approval:	Rep. Kerby
	House Education Subcommittee Report and Minutes Approval	Rep. Syme
	House Education Subcommittee Report and Minutes Approval	Rep. Mendive
<a href="#">Docket No. 08-0203-1709</a>	Rules Governing Thoroughness - Graduation Requirements and College & Career Readiness	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
<a href="#">Docket No. 08-0203-1710</a>	Rules Governing Thoroughness - Career Technical Content Standards	Tracie Bent
<a href="#">Docket No. 47-0101-1701</a>	Rules of the Idaho Division of Vocational Rehabilitation	Tracie Bent

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

- DATE:** Tuesday, January 30, 2018
- TIME:** 9:00 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone
- ABSENT/  
EXCUSED:** Representative Amador
- GUESTS:** Ann Joslin, Idaho Commission for Libraries; Gretchen Caserotti, Meridian Library District and Idaho Library Association; John Watts, Idaho Library Association; Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Association of School Administrators and Idaho Rural School Administrators; Gidion Tolman, Division of Financial Management; Amy Lorenzo, Steve Rayborn, Career and Technical Education; Brad Hunt, Office of Administrative Rules Coordinator; John Watts,
- Chairman VanOrden** called the meeting to order at 9:00 a.m.
- RS 25866:** **Rep. Dixon** introduced **Ann Joslin**, Idaho Commission for Libraries. Ms. Joslin spoke to **RS 25866**. The Boundary County Library District received the Best Small Library in America Award by the Library Journal magazine. She read a statement from **Craig Anderson**, Director of the Boundary County Library District, which expressed thanks to **Sandy Ashworth**, directory of the library, the library board, staff, and community partners of the Boundary County Library, as well as Rep. Dixon for sponsoring the resolution recognizing Boundary County Library as the best small library in America. Ms. Joslin said public libraries create a culture of opportunity. The director recognized the community needs and aspirations, and she forged partnerships to create new opportunities, starting in 1985, said Ms. Joslin.
- Ms. Joslin** introduced **Gretchen Caserotti**, director of the Meridian Library District, who nominated the Boundary County Library District for the award. She said she is impressed how forward-thinking the director, **Sandy Ashworth**, is. The library forms community connections to teach job skills and provide technology services and other resources to the residents, said Ms. Caserotti. Boundary County Library has been outstanding in engaging its citizens, she said. As advancements in technology began to impact the timber and farming industries, the director could see the need to raise the technology skills of the residents, in order to be able to keep living-wage jobs, said Ms. Caserotti. The library is open six days a week, for a total of 59 hours, and patrons visited the library 73,250 times last year to use the twenty public access computers, collections and materials, and the MIT FAB Lab, a makerspace with cutting-edge technology, said Ms. Caserotti. The library has a staff of twelve, she added. Ms. Caserotti explained the history and purpose of the Small Library of the Year Award, which recognizes libraries serving populations under 25,000. Idaho has 146 public libraries, and almost 100 would be eligible for this award, she added. She thanked **Rep. Dixon** and **Senator Keough** for sponsoring the legislation honoring Boundary County Library.
- MOTION:** **Rep. DeMordaunt** made a motion to introduce **RS 25866**.

In response to questions from the committee, **Ms. Caserotti** said approximately 12,000 people live in Boundary County. **Rep. Boyle** spoke to the motion, suggesting the committee send **RS 25866** to the floor and recommend it be sent directly to the Second Reading Calendar.

**AMENDED MOTION:**

**Rep. DeMordaunt** amended the motion to introduce **RS 25866** and to recommend it be sent directly to the **Second Reading Calendar**. **Motion carried by voice vote.**

Regarding administrative rule dockets, **Rep. Kerby** said the professional standards committee will discuss ways to help school districts be reimbursed this interim, and his subcommittee on administrative rules strongly recommends that occupational therapists and physical therapists working in schools not be required to take credits beyond what the Bureau of Occupational License requires, for school certification.

**MOTION:**

**Rep. McCrostie** made a motion to approve the minutes of the Rep. Kerby Subcommittee from January 16 and January 26, 2018. **Motion carried by voice vote.**

**MOTION:**

**Rep. Toone** made a motion to approve the minutes of the Rep. Syme Subcommittee from January 15 and January 22, 2018. **Motion carried by voice vote.**

**DOCKET NO. 08-0203-1709:**

**Rep. Syme** spoke to the rule docket. He said it allows high school seniors to use the completion of a post-secondary degree or an internship to be used for their senior project. He said the subcommittee felt the rural communities do not have the resources to offer internships or post-secondary degree opportunities, and students who chose that route will not be required to do an oral presentation, which the committee felt was a valuable skill. **Rep. Syme** said the committee explored different options, such as using an internship or degree as the senior project, and leaving it up to the local district whether it could be used as the senior project, but still requiring an oral presentation on that experience.

In response to questions from the committee, **Tracie Bent**, State Board of Education, said this rule docket pertains to college and career readiness. The section being added is designed to give more flexibility about what can be used at the district level for the senior project criteria. The Board found senior projects in some districts are very rigorous, and not very meaningful in some districts. The rule docket includes activities which have meaning to students to meet their graduation requirements, she said.

**Rep. Toone** said she was concerned about equality for rural schools, which may not be able to provide dual-credit options. The Advanced Opportunities has helped make dual credit classes more affordable, but they are still expensive, she said. She asked if the change would be equitable for small towns which might not have opportunities for internships. **Rep. Syme** said he feels the rule is fine without the additions. **Rep. Kerby** said he likes the idea of encouraging students to pursue post-secondary education. However, the senior project takes a lot of work. Students start the project their freshman year, and he thought it may be disruptive to the class if students use their post-secondary education as the project, and have nothing to work on during class time. Also, if a student fails the test for a certificate or degree, and hasn't done any other work for a senior project, the student is in a position to not graduate, he added. **Rep. Boyle** said she agrees not all students will have the same opportunity, and she thinks the oral report is an important skill.

In response to questions from the committee, **Ms. Bent** said the rule contains a very broad definition, and local districts have lots of flexibility. However, the districts would have to allow a student an exemption from the senior project to be able to use post-secondary education or an internship as the senior project. The senior project requirement was added in 2006-2007, for students who graduated in 2013, said Ms. Bent. It was part of an initiative by the State Board of Education to add more rigor to the graduation requirements. Some districts have rigorous and robust requirements, she said, but the Board found the range of rigor available to students varies by district. She gave an example of an assignment in a Senior English Class which has an oral aspect, but is otherwise no different from a regular Senior English assignment, being used as the senior project.

**Rep. DeMordaunt** said she represents the West Ada School District, the largest school district in Idaho, and it takes the senior project very seriously. One to two days is devoted to it, and students are encouraged to do senior projects which guide them into what they will study. She said she is not sure the rule accomplishes the intent of the rule, and she will support exempting that section. **Rep. Clow** said he sees the certificate or internship as not being within the intent of the senior project, and he still thinks the written report is valuable. He suggested accepting the rule except for that section. **Rep. Ehardt** said she had different experiences with the senior project than Rep. DeMordaunt. She said many students she has met see it as busy work. **Rep. McCrostie** said he appreciates the written and oral report aspect of the senior project. He asked if the new rule would require a written and oral report. **Ms. Bent** said that how districts implement the rule is up to them, and this rule docket is an additional option for school districts. Rep. McCrostie said he would support the rule docket if it also included the written and oral reports.

**MOTION:** **Rep. DeMordaunt** made a motion to approve **Docket No. 08-0203-1709**, with the exception of **Section 105 (04)**.

In response to questions from the committee, **Ms. Bent** said there is nothing stopping students from doing their senior project reports on their internships or post-secondary education.

**VOTE ON MOTION:** **Motion carried by voice vote.**

**MOTION:** **Rep. Clow** made a motion to approve the Mendive Subcommittee Minutes of January 18, 2018. **Motion carried by voice vote.**

**Rep. Mendive** said the subcommittee recommended the committee approve the following Docket Nos.: **08-0111-1701, 08-0113-1701, 08-0202-1708, 55-0103-1701, 55-0104-1701**. The subcommittee recommended the full committee further discuss **Docket No. 08-0203-1710** and **Docket No. 47-0101-1701**.

**DOCKET NO. 08-0203-1710:** **Tracie Bent** spoke to Docket No. **08-0203-1710**. She said this rule docket incorporates career technical standards in Administrative Rule, to give them the same importance as other content standards. In 2016, the Board added agriculture, natural resources, business and marketing, technology, and skilled sciences. Ms. Bent said the Board fixed the numbering issue found in the subcommittee. A new section, Idaho plant and soil standards, is added to the agriculture standards. Other standards added are for the following areas: digital communication, digital media production, medical technical, commercial photography, cabinetry and mill, mechanic, and health sciences. There are amendments to the early childhood education, found in the family and consumer sciences category, she said. Ms. Bent said the process for establishing the standards is to request input from industry and business to assure the standards are meeting their needs.

In response to questions from the committee, **Ms. Bent** said the standards are currently in a stand-alone document, with the exception of childhood education standards. The standards are currently in place and used by CTE programs, but they do not have the same weight as other educational content standards which are in administrative rule, she added.

**Chairman VanOrden** commented she thinks the intent of the Board is to make the CTE standards easier to find online. In response to questions from the committee, **Ms. Bent** said the replacements for language stricken in Early Childhood Education were completely re-organized and moved.

**Amy Lorenzo**, Policy Director, Career and Technical Education, spoke to **Docket No. 08-0203-1710**. She said the rule docket addresses what students need to transition to post-secondary education and employment, and it aligns CTE standards to the expectations of post-secondary education and industry. She said whenever there is a strike-through, with a re-written section, that re-written language only appears in the document, not elsewhere. In response to questions from the committee, Ms. Lorenzo said the pages of stricken language from the rule docket was suggested by industry.

In response to questions from the committee, **Ms. Bent** said the CTE content standards were previously available to parents of students in those programs, and the school districts have those standards available. Parents could access them through the school website, she said. The standards were developed by Idaho Career and Technical Education, industry, and CTE educators. The process used to develop the standards was to identify the subject matter experts, go through a validation process, write the standards, and put the standards through a review, said Ms. Bent. This process included a minimum of fifteen industry representatives to review the standards, she added.

In response to questions from the committee, **Steve Rayborn**, Department of Administration, said the process started in the Fall of 2014. Nine sets of CTE pathways were adopted from the previous year. Each Fall, he said, CTE pathways are identified, approximately nine to fourteen a year. Forty-nine pathways were identified and adopted by 2017, said Mr. Rayborn. **Rep. DeMordaunt** said she appreciated the work done on this, and the number of professionals involved gives her confidence in the standards.

**MOTION:**

**Rep. Moon** made a motion to reject **Docket No. 08-0203-1710**.

**SUBSTITUTE MOTION:**

**Rep. DeMordaunt** made a substitute motion to **HOLD Docket No. 08-0203-1710**.

**Rep. Kerby** said he read the docket for the subcommittee meetings, but he would like more time to review it. **Chairman VanOrden** said she was willing to give the committee more time, because it is a large document, but the committee is on a deadline for administrative rules review. **Rep. Toone** said she supported the substitute motion, because she did not have time to visit with the subcommittee members. **Rep. Clow** said he supports the substitute motion.

**MOTION WITHDRAWN:**

**Rep. Moon** withdrew her motion to reject **Docket No. 08-0203-1710**.

**VOTE ON  
SUBSTITUTE  
MOTION:**

**Substitute Motion carried by voice vote.**

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:22 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
9:00 A.M.  
Room EW41  
Wednesday, January 31, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho Career & Technical Student Organization Leaders	Dwight Johnson, State Administrator, Idaho Career & Technical Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 31, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representative(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** Representative(s) Shepherd, Clow, Amador

**GUESTS:** Dwight Johnson, Chance Rassom, Lyndi Loveland, Caty Solace, Idaho Career Technical Education; Harold Ott, Rob Winslow, Idaho Association of School Administrators; Clark Cortin, Idaho Education News; Mike Keckler, Office of the State Board of Education

**Chairman VanOrden** called the meeting to order at 9:02 a.m.

**Dwight Johnson**, state administrator, Idaho Division of Career-Technical Education, introduced students from CTE student organizations. Student organizations include BPA, DECA, FCCLA, FFA, HOSA, SkillsUSA, and TSA. Mr. Johnson said students hone their skills by competing in regional and state competitions.

**Lyndi Loveland**, state president of Family Career and Community Leaders of America (FCCLA), told the committee that FCCLA opened her eyes to a wider world than her home town of St. Anthony. She said the organization prepares students for workforce development skills. She told the committee about projects the FCCLA students in St. Anthony organized, and how the organization is like another family. In response to questions from the committee, Ms. Loveland said the organization has given her a foundation for her plan to attend medical school, and it has given her leadership skills which are valuable in any career. She said she discovered FCCLA when she took a leadership class associated with the organization. Ms. Loveland said her foundation would not be as strong without the CTE organization, and one skill it develops that traditional classes do not is leadership. The organization meets at lunch and sometimes after school, she added.

**Chance Rassom**, Timberline High School, told the committee how involvement in CTE classes and organizations affected his life. He is the treasurer for his school chapter and state president. He said he attended nine schools in twelve years in both northern Idaho and southern Idaho. In grades six through ten, he didn't start and finish at the same school. Mr. Rassom said he thought he would be the stereotypical student who moves a lot, with no friends and poor academic performance. Participation in CTE classes and student organizations has improved his leadership skills and his academic skills, and he will graduate with twenty-two college credits, he said. Mr. Rassom said he owes his success to schools, SkillsUSA, and his peers and colleagues. In response to questions from the committee, Mr. Rassom said he is doing his senior project on a comparison between *Romeo and Juliet* and *Hamlet*. He said some of his friends have done their senior projects on welding and other CTE skills. He started welding class when he went to school at Challis High School. He said he thought welding would be a good personal skill, and he knew friends and family who made a good living doing welding. If someone had told him in sixth grade that he would be presenting to the state legislature, he would have laughed, he added, and he is grateful he was told

he needed to step up to positions of responsibility. In response to questions from the committee, Mr. Rassom said twelve credits are from NNU, and ten credits are from CTE testing through CWI. Within twelve months of graduating from high school, he added, he will have a two-year college degree. He plans to attend ISU, because it has lots of good scholarships and a nationally-recognized welding program. He said he is also excited by the new, state-of-the-art building for the School of Technology. He hopes to also take some business credits and open his own business.

**Dwight Johnson** said CTE programs accomplish three things. They provide students the opportunity to have high-skill, high-paying jobs, fill the talent pipeline for jobs in science, technology, engineering and math, and make education meaningful to students. In response to questions from the committee, Mr. Johnson said he has not had a chance to discuss the pros and cons of allowing internships or degrees to substitute for senior projects with his staff. The department is meeting with deans of colleges to make sure the transition from secondary to post-secondary education is smooth, he said. All the credits students take in college transfer between the Idaho colleges, he said, which makes it a smooth process. The department has been aligning standards horizontally across the colleges, he added, and then it will work on aligning standards vertically, from secondary to post-secondary school. In response to questions from the committee, Mr. Johnson said colleges have agreements with high schools, and the high school teacher is considered an adjunct teacher for dual-credit purposes. Also, students can spread learning outcomes over more than one semesters, and the technical competency credit will also count as college credit. Mr. Johnson said the department is having some success in communicating the value of CTE to students and parents, with the support of the governor and the State Department of Education. He said he would like to start career exploration in seventh grade and communicate career opportunities more effectively at the middle school level.

**Rep. DeMordaunt** commented that the West Ada School District has done a good job of marketing the CTE programs. **Chairman VanOrden** said she thinks middle school and junior high school teachers will appreciate the direction offered in seventh grade, and the application of school to career. Idaho schools started forming partnerships with business and industry before Tennessee did, such as the Pocatello partnership with Caterpillar, she added.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:54 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #2**  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Lincoln Auditorium WW02**  
**Thursday, February 01, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>Docket No. 08-0203-1705</u></a>	Education Content Standards: Science, Driver Education, Information and Communication Technology	Duncan Robb, Chief Policy Advisor, Idaho State Department of Education

**Testimony will be limited to three minutes.**

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 01, 2018

**TIME:** 8:00 A.M.

**PLACE:** Lincoln Auditorium WW02

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

**Chairman VanOrden** called the meeting to order at 8:10 a.m.

**DOCKET NO. 08-0203-1705:** **Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **Docket No. 08-0203-1705**. He explained the docket made updates to the content standards of driver education, information and communication technology, and science. The state standards are the minimum standards school districts are held to, he explained. The changes to driver education standards are to change the alpha-numeric numbering system to a numeric system, include information on what to do if pulled over by a police officer, and include information on the causes of distracted driving. The changes to the information and communication technology standards are the re-formatting of the existing standards, said Mr. Robb, and few to no comments were made about the changes during the rule-making process.

**Mr. Robb** said the heart of the changes to the science standards are to move away from memorization of content to student inquiry and participation. He gave some history of the last three years the science standards were discussed. Last year, he said, all but five content areas were approved, and those were approved as a temporary rule. If not approved this year, the temporary rule will expire, he explained, and those five areas will not be in administrative rule. Mr. Robb said the Department conducted six face-to-face meetings across the state, and online comments were taken. One concern was that all the standards reflect student inquiry, and that teachers not just lecture. Mr. Robb explained the performance standards and the supporting content is on the same page in the rule. The supporting content is what students need to know to complete the performance tasks, he said. He explained the five parts revised for this year include ESS3-MS-5, ESS3.C, LS4.B, LS4.D, ESS2.D. He said they move away from language which encourages students to draw a conclusion, to encourage student inquiry. All the changes are in the supporting content language, not the performance standards.

**Scott Cook**, Director of Academics, State Department of Education, spoke to **Docket No. 08-0203-1705**. He said the language in ESS3.C was made more concise, and reflects both the positive and negative impacts of humans and natural elements. The language regarding the potential mitigation of human impact has also been revised, and it includes examples. The biodiversity section, which supports several performance standards, is repeated and has no real changes. Language about weather and climate has been changed, he added. One of the changes was to replace the word "predict" with "project," to address a concern of the committee last year, said Mr. Cook.

In response to questions from the committee, **Mr. Cook** said the standards put a premium on the performance element. However, all the pieces work together, and without the supporting content, there would be limited help for teachers and students, he said. As a service, the State Department of Education provides the supporting content, but it is left up to the local districts to decide how the standards are taught, said Mr. Cook. What is reflected in the content standards is the consensus of the scientific world, said Mr. Cook. The current standards are vague and not helpful to parents and students, he added. What the Department wants students to be able to do is to engage with the tools the scientists use, he said. The new language reflects what the committee asked the Department to do, said Mr. Cook. It includes evidence of current models, and it acknowledges the contributions of both human and natural factors. Mr. Cook said the legislature approved everything in the docket except for five standards, so the Department focused on those standards. The Department reported the new standards to the public on May 19. The state adopts content standards at the state level, he said, which are the minimum standards school districts should follow. Locally-established standards may be more rigorous, he added. The State Department asks that instruction be aligned to standards, but it is not involved in what resources teachers use, said Mr. Cook.

In response to questions from the committee, **Mr. Robb** said the Department does not use the words content and curriculum interchangeably. The supporting content, he added, is what the entire standards used to look like, with more memorization. The new content is less about memorization and more about performance skills. Mr. Robb said the content standards were the work of many states about what new, robust science standards should look like.

In response to questions from the committee, **Mr. Cook** said extinction of species happens more often than formation of species, but new species are being formed through natural selection.

**Ilah Hickman, Cassie Kenyon, Emily Her**, Timberline High School; **Dick Jordan; Therese Etoka, Chris Taylor**, Boise High School; **Melyssa Ferro**, Science Standards Committee Co-chair spoke **in support of Docket No. 08-0203-1705**. They spoke of the science standards committee's work and the necessity of providing students current science standards to compete in an increasingly technical world.

In response to questions from the committee, **Ms. Ferro** said the standards content is the body of knowledge students need to know to be able to do the performance standards. She said state standards are a minimum schools must use, but the districts are able to use more rigorous standards. The Caldwell District felt the state standards were the best, and it has been moving teachers to using those standards, she added. The strength of the standards is that they are taking a set of content already in place and adding performance pieces, said Ms. Ferro. Students are performing science, not watching science, and are becoming active inquirers and consumers of science, she added.

In response to questions from the committee, **Chris Taylor** said the new standards are more solution-based standards, include natural influences as well as human influences, and are specific to Idaho needs. **Ms. Ferro** explained the standards are more specific to the issues Idahoans face, such as wild fires.

**Dennis Stevenson**, Department of Administration Rules Coordinator, explained the Department is currently operating under the temporary rule. The pending rule, **Docket No. 08-0203-1705**, mirrors the temporary rule approved last year, except for the parts rejected by the legislature last year, he added. In response to questions from the committee, Mr. Stevenson said the agency rule would revert back to the standards which were in effect in 2001, prior to the adoption of the temporary rule, if the legislature rejects the rule docket. The only things changed are the five parts the committee asked to be changed, he said.

In response to questions from the committee, **Chairman VanOrden** said the whole docket is being considered, and it is acceptable to testify to anything in the whole docket. She said she hopes people respect that the hearing is on the science standards, not on climate change.

**Angela Hemingway**, executive director of the Idaho STEM Action Center, said the content standards from 2001 have undergone minor modifications. The content limits add clarity to which standards are elementary and which are secondary standards. The old language uses words such as explain, apply, and measure. The new language uses wording such as, "evaluate for evidence," "plan and conduct," and "develop and use." The Department worked with industry and business to develop standards which transition more easily to careers, said Ms. Hemingway. In response to questions from the committee, Ms. Hemingway said good teachers probably already use the new science standards.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:45 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #3**  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Lincoln Auditorium WW02**  
**Friday, February 02, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>Docket No. 08-0203-1705</u></a>	Education Content Standards: Science, Driver Education, Information and Communication Technology	Duncan Robb, Chief Policy Advisor, Idaho State Department of Education

**Testimony will be limited to three minutes.**

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden  
Vice Chairman McDonald  
Rep Shepherd  
Rep Boyle  
Rep Clow  
Rep Mendive

Rep Kerby  
Rep Cheatham  
Rep Amador  
Rep DeMordaunt  
Rep Moon  
Rep Syme

Rep Ehardt  
Rep Kloc(Chilcote)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, February 02, 2018

**TIME:** 8:00 A.M.

**PLACE:** Lincoln Auditorium WW02

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

**Chairman VanOrden** called the meeting to order at 8:01 a.m.

**DOCKET NO. 08-0203-1705:** **Lisa Hecht; Matthew Kohn; Sharon Bosley**, Kootenai Environmental Alliance; **Sarah Bartholow; Rialin Flores; John Segar; Roberta Damico; Trent Clark**, Monsanto; **Leslie Elliott; Kerrie Wepner; Veronica Richmond; Jamie Richmond; Don Shaff; James Vandermaas; Pamela Pace; Dr. Julianne Wenner**, Boise State University; **Charles Luce; Heather Dermott; Cara Leatherman; Kendra Kaiser**; and **Jonathan Oppenheimer**, Idaho Conservation League spoke in support of **Docket No. 08-0203-1705**. They listed the importance of having up-to-date science standards for current STEM jobs, the importance of giving science teachers clear direction, and their concern for the environment as reasons for their support. They said the standards prepare students better to ask questions and think critically, and they are necessary for students to deal with a complex world.

**Mary Ollie** spoke in opposition to **Docket No. 08-0203-1705**. She said she was familiar with both the old standards and the new standards. She expressed concern that the content standards contain material which, according to state statutes and administrative rule, are not supposed to be in administrative rule. She said other areas, such as math, social studies, and language arts, do not have supporting content. The supporting content is declarative sentences which close the door on questioning, she added.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:09 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, February 05, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Introduction	Kari Overall, Idaho Education Association President
	Early Career Educators	Hannah Henry (Bonneville) Shelly Hopkins (Kuna)
	K-3 Literacy	Karen Lauritzen (Post Falls)
	Veteran Educators	Aaron McKinnon (Boise)
	Parent-Involvement	Crystal Tibbals (Troy)
	Technology	Dave Gibson (Twin Falls)
	Special Education	Amy Watts (Middleton)

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Chilcote)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 05, 2018  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone  
**ABSENT/  
EXCUSED:** Representative(s) DeMordaunt  
**GUESTS:** Aaron McKinnon, Karen Lauritzen, Crystal Tibbals, Shelley Hopkins, Matt Compton, Hannah Henry, David Gibson, Sue Wigdorski, Kari Overall, Idaho Education Association; Misty Swanson, Idaho School Boards Association; Harold Ott, Idaho Rural School Administrators, Clark Corbin, Idaho Education News; Gidion Tolman, Division of Financial Management; Mike Keckler, State Board of Education

**Vice-chairman McDonald** called the meeting to order at 9:00 a.m.

**Kari Overall**, Idaho Education Association, introduced the teachers speaking to the committee. She thanked the committee for the opportunity to celebrate Idaho teachers and public education, and she said it is important for legislators to hear from teachers, parents and students.

**Hanna Henry**, second-grade teacher from Bonneville, explained her use of leveled rotations and worksheets in small group instruction. She said her students' Fall to Winter reading fluency significantly improved, and she attributes it to using leveled instruction. She said what she most would like is the funding to be able to provide more hands-on learning and field trips. She suggested the state create grants for which teachers could apply. In response to questions from the committee, Ms. Henry said students switch classes and work with another teacher for thirty minutes a day. This provides the opportunity for students working at a higher or lower grade level to work with students in their grade level, said Ms. Henry. She said her school district is struggling to provide field trips, but she will discuss the state funding of field trips which meet curriculum goals with the school administration. Ms. Henry said the new reading test takes thirty minutes to complete. She gives the Star tests once a month for both reading and math. She could also give the IRI for tracking reading progress, she added. She said this approach exposes first grade students who are reading at a second-grade level exposure to second-grade words and skills, without teaching them, and she has seen high first-grade readers really improve.

**Shelly Hopkins**, seventh-grade ELA teacher at Kuna Middle School, explained how the standards-based grading and mastery education pilot project is working. The learning is project based, she said, and it requires scaffolding the skills. This is difficult because of large class sizes and teachers' lack of knowledge and experience using mastery-based education models. She added she is convinced it is impossible to implement with class sizes of one-hundred and higher, and she has been working seventy hours a week to implement the model. She recommended funding to hire more teachers and support staff. Ms. Hopkins said the current funding formula does not allow districts to both pay teachers competitive wages and to also have lower class sizes. She also requested the state protect internet technology and access, and provide enough funding that schools do not have to choose between technology and functional furniture. In response to questions from the committee, Ms. Hopkins said Kuna Middle School is piloting mastery-based

education in all of its classes. Because the model is very new, the district has sent a few teachers to professional development classes. Students do not move to the next concept until they master the more basic concept, and the district uses a software program which tracks students' individual progress, she added. She said this model is challenging for ELA classes, because those classes are actually two subjects, reading and writing, and there are a lot of different ways to teach and measure mastery.

**Vice-chairman McDonald** turned the gavel over to **Chairman VanOrden**.

**Karen Lauritzen**, Post Falls School District, spoke to being a veteran teacher in her school district. She says she has seen many changes, and the diversity of learners in the school district is extreme. There is only one ELL teacher in the entire school district she added. She explained the skills taught in her class, and how she connects them to students' Invent Idaho Projects. The IRI scores rose from 50% to 78% proficiency at the mid-year point, said Ms. Lauritzen. She said students in Idaho have unequal opportunities, because the state only provides half-day kindergarten, which does not provide enough time for students to learn the more rigorous standards. She has noticed a difference between students who attend half-day kindergarten and those who attend a whole day of kindergarten. The students who attend kindergarten for a full school day come to first grade with the skills needed to learn the more rigorous state standards. Ms. Lauritzen said research shows that full-day kindergarten can decrease achievement gaps for minority and low-income students, and the Economic Policy Institute shows a monetary return of three to one. Participation in full-day kindergarten also improves attendance, she said. In response to questions from the committee, Ms. Lauritzen said the staff is implementing the Next Generation Science Standards, but the emphasis is currently on ELA classes. The ELA curriculum is being adapted to include science concepts and standards, and the students love the hands-on experience they receive through the Invent Idaho Projects. If she had to choose between funding preschool or full-day kindergarten, Ms. Lauritzen said funding full-day kindergarten is the best choice. Parents see half-day kindergarten as not important, she added, and do not send their children to kindergarten. The students who are home schooled are not prepared for first grade, she added. In response to questions from the committee, Ms. Lauritzen said for many years ELA classes used 90% fiction and 10% non-fiction literature. Now, ELA classes use 50% fiction and 50% non-fiction, so science and social studies can be incorporated. The Post Falls School District has used the money appropriated for literacy intervention to increase the number of paraprofessionals, to make groups smaller, and for the adoption of new curriculum, she said. The district felt it would not be possible to provide full-day kindergarten classes, with the amount of money appropriated.

**Aaron McKinnon**, Boise School District, gave a veteran science teacher's perspective. He has taught for twenty-two years. He said he is making science fun and challenging, to affect student achievement, and has shared engaging ways for students to master the standards to his peers. He said he loves project-based learning, and making the essential questions the focus of the learning plan. He would like more time to investigate subjects further, he said. Legislators can help with this by recognizing the challenges teachers face. If teachers know they are being supported, they can focus on their classrooms. He encouraged the committee members to make good legislation choices, through continued education about topics which may be new. In response to questions from the committee, Mr. McKinnon said there are now fewer content areas, so teachers can go into more detail. **Ms. Overall** said she did not like science, until she met Mr. McKinnon, and she can see and hear the curiosity of students in his class.

**Crystal Tibbals**, Troy School District, spoke to the school district's efforts to increase parent involvement at parent-teacher conferences. The district has increased parent attendance at conferences to 90%. Parents are busy, she said, and it is difficult to get them involved with their children's school. The school had to convince parents that involvement in their children's school is worth the time. When conferences were during the day, parent attendance was 70%, with one parent attending conference. The district moved conferences to after school and evening times, and provided free dinner. It also scheduled conferences for parents with multiple children into one block, and the school provided a safe place for the kids during the conference. Parent attendance is now 96-99%, and often includes both parents, she said. Conferences are also more focused and efficient. Because of the new standards and report cards, it was important to educate parents to help them feel comfortable reading and understanding the report cards. Another way the district has increased parent involvement, said Ms. Tibbals, is by involving the parents of elementary school students in their reading goals, and sending progress reports home monthly. The school uses many forms of outreach, such as the weekly student folders, weekly newsletters, parent surveys, flyers, emails, reward certificates, and district website. It takes a lot of time, she said, but it is worth it. The connections with students' families support the districts mission of life-long learning. In response to questions from the committee, Ms. Tibbals said the type of communication with parents depends on the grade level. At the Title I School, two-way communications with parents help the district know what support the family needs. For example, the district provides food at the parent-teacher conferences, for parents going straight from work. Grades and test scores have improved, she said, but the parent involvement initiatives have been done along with other initiatives, such as implementing common core standards and educating parents that they are really not very different.

**Dave Gibson**, Twin Falls School District, explained how he uses technology to enhance traditional teaching methods. He said interactive white boards are used, so teachers and students can manipulate information. Chrome books individualize learning and allow for collaboration on projects. Mr. Gibson also uses technology for virtual tours, research, and writing music in small groups with performance software. He said he prefers iPads, because students can experiment with looping music, learn about pitch, and compose music. Music composition increases student learning, said Mr. Gibson, and there is music in every elementary school every week in Twin Falls. Although the iPads are more versatile, and a lot of applications are free, they are more expensive than Chromebooks, he said. He would like funds for a one-to-one ratio of students to iPads, and to be able to replace the desktop computers, which are eight years old. Mr. Gibson said he would like the legislature to increase funds to school districts for technology. In response to questions from the committee, Mr. Gibson said studies show test scores improve ten to twelve percent with music participation. He would like the amount of time for music class and the availability of classes to be increased. Mr. Gibson said Twin Falls paid for the interactive white boards, and all teachers have them. However, the professional development for using them is lacking, he said. He purchased his iPad for music class with a grant from the PTA. Although the district is working on a one-to-one ratio for Chromebooks, iPads are more versatile for music class, he said.

**Kari Overall**, Idaho Education Association, thanked the committee for the opportunity to present. She encouraged the members to visit the schools in their districts, when the legislative session is over, and meet the educators and students.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:35 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #2  
HOUSE EDUCATION COMMITTEE  
8:00 A.M.  
Room EW41  
Tuesday, February 06, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS25857</u></a>	Measurable Student Achievement	Rep. VanOrden
<a href="#"><u>RS25888</u></a>	Mastery-based Education	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#"><u>RS25943</u></a>	Education, Career Ladder	Duncan Robb
<a href="#"><u>RS25904</u></a>	Educator Loan Assistance Program	Rep. Toone
	Advanced Opportunities Joint Presentation	Matt McCarter, Director of Student Engagement, State Department of Education  Mike Keckler, Chief Communications and Legislative Affairs Officer, Office of the State Board of Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
 Vice Chairman McDonald      Rep Cheatham  
 Rep Shepherd      Rep Amador  
 Rep Boyle      Rep DeMordaunt  
 Rep Clow      Rep Moon  
 Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
 Room: EW49  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 06, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Marilyn Whitney, Governor's Office; Gidion Tolman, Division of Financial Management; Harold Ott, Idaho Association of School Administrators; Quinn Perry, Idaho School Boards Association; Jason Kreizenbeck, Lobby Idaho, LLC

**Chairman VanOrden** called the meeting to order at 8:05 a.m.

**MOTION:** **Rep. Amador** made a motion to approve the minutes of January 25, 2018. **Motion carried by voice vote.**

**MOTION:** **Rep. Amador** made a motion to approve the minutes of January 26, 2018. **Motion carried by voice vote.**

**MOTION:** **Rep. Moon** made a motion to approve the minutes of January 23 and January 24, 2018. **Motion carried by voice vote.**

**RS 25904:** **Rep. Toone** spoke to **RS 25904**. She said Idaho's rural school districts have challenges of closing the academic gap and facing a teacher shortage. Thirty-three of Idaho's eighty-three school districts started the year with unfilled teaching positions, said Rep. Toone, and there were 120 total vacancies on the first day of school, in thirty-three school districts. From the year 2011 to 2014, Idaho's student population had increased by 14,000 students, but only gained 400 new teachers in that time. Idaho's student population is increasing, and its teacher supply is decreasing, said Rep. Toone. Twelve states have loan forgiveness programs for teachers, and this legislation is designed to attract and retain Idaho teachers. The state wants the next generation of teachers to come back to Idaho, she said. The small loan forgiveness amount will give new teachers one less expense to worry about as they start their careers, and if new teachers are not supported, they will leave teaching within five years, said Rep. Toone.

**MOTION:** **Rep. Syme** made a motion to introduce **RS 25904**. Motion carried by voice vote.

**RS 25888:** **Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **RS 25888**. The legislation makes revisions to Idaho Code § 33-1632. It allows more schools to participate in the mastery-based learning pilot, by removing the statutory cap on participation. It also adjusts the statute to support Idaho's transition to more long-term use of a mastery-based model. Subsection 3 creates a mastery education network, which reflects current practice, said Mr. Robb. Subsection 4 removes the cap on the number of participating schools, and subsection 4c adds language about which districts may apply for funds, and charges them with creating a sustainability plan. Subsection 6 describes how the school does not need to reapply, and the definition of "incubator" is removed, as it is no longer used.

**MOTION:** **Rep. Kerby** made a motion to introduce **RS 25888**.

In response to questions from the committee, **Mr. Robb** said funds are available to districts willing to participate. **Rep. Clow** said he thought there is a fiscal impact.

**VOTE ON  
MOTION:**

**Motion carried by voice vote.**

**RS 25943:**

**Mr. Robb** spoke to **RS 25943**. He said the subcommittee reviewing administrative rules had recommended approval of the docket which adds an educational certification option for occupational therapists and physical therapists working in schools, so they can be considered certified staff, not classified staff. This legislation places the occupational therapists and physical therapists on the career ladder. Because they have previously not had the opportunity to apply for certification before, the legislation allows them to use past school experience, while holding an occupational license, to be placed on the career ladder.

**MOTION:**

**Rep. Kerby** made a motion to introduce **RS 25943**. **Motion carried by voice vote.**  
**Chairman VanOrden** turned the gavel over to **Vice-chairman McDonald**.

**RS 25857:**

**Rep. VanOrden** spoke to **RS 25857**. She gave the history of the literacy committee, formed in 2014 as a subcommittee of the governor's task force on improving education. She said the legislative intent of requiring testing using the IRI was to use the IRI test results as a screener for teachers to identify children at risk for reading problems. This intent conflicts with using it as a measure of student achievement, for purposes of teacher evaluation, she said. The legislation amends Idaho Code § 33-1001. It removes the Idaho Reading Indicator as an assessment tool which may be used for measuring student achievement and growth. There are still many tools left to measure student achievement and growth, said Rep. VanOrden. Because students don't take the ISAT until third grade, there was not another tool to measure growth in the K-3 ages, but now there are other tools listed in this section of Idaho Code, she said.

**MOTION:**

**Rep. Amador** made a motion to introduce **RS 25857**. **Motion carried by voice vote.**  
**Vice-chairman McDonald** turned the gavel over to **Chairman VanOrden**.

**Matt McCarter**, Director of Student Engagement, State Department of Education, explained the progress of the Advanced Opportunities Program. He said the program, which gives \$4,125 in post-secondary education funds to students in high school, has received national recognition. Approximately 28,000 students participated last year, and 150,000 dual credits were awarded. Thirteen million dollars were spent in 2017, said Mr. McCarter, providing Idaho families a cost savings of forty-six million dollars. Dual credit classes provide a cost savings of four to one, he added. Students who were undecided about college are more likely to participate in post-secondary education when they participate, he said, and the program was recently opened to students younger than juniors and seniors in high school. Students who take overload courses are able to free up time in their junior and senior years to take college credits, he added. The Idaho Digital Learning Academy is the largest provider. Last year, 1,674 CTE certification exams were paid for by the Advanced Opportunities Program. It also paid for 12,671 AP Exams, 469 IB Exams, and 369 CLEP Exams.

**Mike Keckler**, Chief Communications and Legislative Affairs Officer, Office of the State Board of Education, spoke about dual-credit outcomes. He said the number of students who take dual-credit classes rose from 18% in 2010-11 to 42% in 2015-16. Students are also earning more credits, often more than ten credits per student. Dual-credit earners are more likely to attend college, said Mr. Keckler, and the more credits a student earns, the more likely that student is to attend post-secondary institutions. There is also a correlation between whether or not a student takes dual-credit classes and that student's GPA during the first year of college. College retention is also correlated to taking dual-credit classes, he said. As the program grew, it allowed more students to attend college.

The number of students graduating high school with an associate's degree has also risen from 34 students in 2012-13 to 126 students in 2016-17. Mr. Keckler said there is still a 12% gap between the low socio-economic students, those who are eligible for free or reduced lunch, and those who are not. Minority students are also less likely to take dual-credit classes, he said, and a study is being done to determine the reasons. Females are more likely to graduate high school with dual-credit classes, said Mr. Keckler, with 49% female students to 35% male students. From 2008 to 2017, the number of students taking dual-credit classes has increased by 400%. Fifteen percent of students graduate with more than ten dual credits, said Mr. Keckler. In response to questions from the committee, Mr. Keckler said there are efforts to point out Idaho's success stories, and the Board will do everything in its power to make sure taxpayers are aware of the opportunities provided to students by the Advanced Opportunities Program.

In response to questions from the committee, **Tracie Bent** said the Board expects to see the numbers of students completing post-secondary education go up as the largest number of students taking dual-credit classes enters college next year. She said the Idaho Digital Learning Academy does offer degrees. In response to questions from the committee, **Mr. McCarter** said the Board is identifying good practices and helping districts with low numbers of students taking dual-credit classes. A school district's revenue includes all the money the district receives from various sources, not just the state appropriation, he added. In response to questions from the committee, **Tina Polishchuk**, Advanced Opportunities Statewide Coordinator, said New Plymouth is an example of a rural district which has created dual-credit paths, but the extent to which other rural districts have been able to create those paths varies. In response to questions from the committee, Mr. McCarter said Advanced Opportunities Funds may be used to pay for CTE industry-recognized exams.

In response to questions from the committee, **Ms. Bent** said that the funds can also be used to pay for one-to-one dual-credit CTE and technical competency credits. There has been an increase in the number of students taking dual-credit CTE and technical competency credits, she added. It is true that some students may not go to post-secondary institutions, if obtaining a CTE certificate is their goal, said Ms. Bent. The credit for AP classes is granted based on the score the student receives on the exam at the end of the course, said Ms. Bent. Approximately 7,000 students took AP Exams and received credit for the class last year. She said some CTE classes are not identified as a dual-credit class, but as a college class.

In response to questions from the committee, **Mr. McCarter** said the Department is investigating ways to support populations of students whose parents and grandparents have not attended post-secondary education. The addition of funding for career and college advisors has helped, he added. Caldwell and Blaine County have sent Hispanic Students to Boise State University to take CLEP Tests in Spanish. Students who do well on the exam can receive up to sixteen credits. Mr. McCarter said both the general student population use of Advanced Opportunity Program resources and the gap population use appear to be improving at the same rate. He said there is a cultural paradigm in place, which makes it difficult to close the gap, and the Department needs to change the message for students that college is not viable to the message that college is a viable option. The Department is looking at factors influencing the gap and using ideas from schools which are closing the gap, he said.

In response to questions from the committee, **Ms. Bent** said the credit for AP Classes depends on the exam score and on the post-secondary institution. Not all institutions accept them. Dual-credit classes require a teacher certified by the post-secondary education, so those are always accepted by that institution. Ms. Bent said the majority of post-secondary institutions, especially those in neighboring states, will accept credits transferred from Idaho institutions. However, some institutions are now looking at when the credits were earned, and if they were earned before high school graduation, they don't accept them. If a student scores highly enough on the AP Exam, credit is awarded. A score of three is standard for English and Math, but the score needed for credit varies in science and engineering classes, said Ms. Bent.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:11 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:30 A.M.  
Room EW41  
Wednesday, February 07, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">Docket No. 08-0203-1705</a>	Content Standards: Driver Education, Information and Communication Technology, Science	
<a href="#">Docket No. 08-0203-1710:</a>	Career Technical Education Content Standards	Dwight Johnson, Idaho Career Technical Education
	Teach for America	Tony Ashton, Teach for America Executive Director, Idaho

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, February 07, 2018  
**TIME:** 8:30 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Rialin Flores, Conner Jackson, Conservative Voters for Idaho; David Bunzow, Cay Marquart, Gayle Wilde, American Association of University Women; Gidion Tolman, Department of Financial Management; Jonathan Oppenheimer, Idaho Conservation League; Dwight Johnson, Amy Lorenzo, Steve Rayborn, Idaho Career Technical Education; Clay Corbin, Idaho Educational News; Lauren Tassos, Teach for America; Christine Ketterline, Homedale School District; Dennis Stevenson, Brad Hunt, Office of Administrative Rules; Marilyn Whitney, Governor's Office; Kimberly Albracht; John Briggs; Jamie Richmond; Audrey Richmond

**Chairman VanOrden** called the meeting to order at 9:00 a.m.

**Tony Ashton**, Executive Director of Teach for America, gave a presentation on how Teach for America works with school districts to fill teacher vacancies. He said 88% of Teach for America alumni work in districts with students of low socio-economic status, and 75% are teaching in Idaho's areas of highest needs, such as STEM and Special Education classes. Teach for America provides recruitment and selection, pre-service training, ongoing training and coaching, and alumni investment and support. Fellowships are provided for those working in rural communities. Seven alumni are working in the Homedale School District, and Teach for America alumni serve seven communities in Idaho. Homedale School District was ranked the sixth most impoverished district in the state, said Mr. Ashton, and it has difficulty filling teaching positions.

**Christine Ketterling**, Homedale School District, spoke to the committee about her background and her service in the Homedale School District. The Homedale School District won the Future City state competition and will be going to Washington, D.C. for the national competition, said Ms. Ketterling. In response to questions from the committee, **Mr. Ashton** said Teach for America has no plans for placement outside of the Treasure Valley area for the next two years. The constraints are that the program wants to continue to be financially sustainable, and to maintain its quality as it expands, he said. In response to questions from the committee, Ms. Ketterling said two of the nine Teach for America teachers have stayed in the school district. Retention is a challenge, but it is an improvement over the former yearly turnover rate. Mr. Ashton said the retention rate is 98% for the first two years. The Teach for America program provides professional development specific to rural areas, to improve retention. Of the 50,000 alumni, 85% are working in education, and over 65% say they would not have gotten involved in teaching without Teach for America, said Mr. Ashton.

**DOCKET NO.  
08-0203-1705:**

In response to questions from the committee, **Superintendent Ybarra** said the rule-making process was transparent. Seventeen states have used a variety of the Next Generation Science Standards, and seven states have standards completely unique to the Next Generation Standards. This docket includes changes based on public testimony, she added. Some of the states which have adopted a variety of the Next Generation Standards have adopted the standards without the supporting content, said Superintendent Ybarra. She said the goal is to provide minimum standards, and school districts can go from there.

**MOTION:**

**Rep. Syme** made a motion to approve **Docket No. 08-0203-1705** with the exception of paragraph ESS3-4-1 and all items under the title of supporting content of the science standards, as revised and adopted on August 10, 2017. He said it was clear from the testimony that students and teachers want to move to inquiry-based standards, and when there are conclusions in the standards content, it stifles inquiry. He said when the state legislates content, it is developing curriculum, and curriculum is better left to the State Department of Education and the local school districts.

**Superintendent Ybarra** said she appreciates the focus on the standards and the intent to move forward. In response to questions from the committee, **Dennis Stevenson**, Office of Administrative Rules Coordinator, said it is not possible for the committee to reject a bullet item, and that section would have to be rejected. **Rep. Clow** commented that he would support the motion and hopes the standards come back to the legislature next year. He added that it is the supporting content that is troubling, not the standards. In response to questions from the committee, Superintendent Ybarra said it is important to adopt the standards, and the supporting content can be available as a public document to school districts who wish to use it. The supporting content does not need to be state mandated, she said. In response to questions from the committee, Superintendent Ybarra said the development of these standards was different than the development of the Next Generation Standards, and the committee looked at auxilliary standards and performance tasks.

In response to questions from the committee, **Scott Cook**, State Department of Education Director of Academics, said the science standards committee members were the finest teachers in Idaho, STEM Center representatives, INL representatives, parents and representatives from around the state. They did not receive compensation for their work on the committee. In response to questions from the committee, **Superintendent Ybarra** said it is not uncommon for states to only mandate the standards and not mandate the supporting content. **Rep. DeMordaunt** said she supported approving the standards without the supporting content. **Rep. Ehardt** commented that being told how to achieve the standards is offensive to teachers, and she trusts teachers to be well prepared.

**SUBSTITUTE  
MOTION:**

**Rep. McCrostie** made a substitute motion to approve **Docket 08-0203-1705** in its entirety.

**Rep. McCrostie** said a lot of work was put into developing the standards. He felt rejecting the supporting content would be disrespectful to the committee. **Rep. Clow** commented that removing the supporting content shows teachers they are respected and trusted to find a way to teach the standards. He said other education areas do not have supporting content.

**VOTE ON  
SUBSTITUTE  
MOTION:**

Roll call vote was requested. **Motion failed by a vote of 5 AYE and 11 NAY.** **Voting in favor** of the motion: **Reps. McDonald, Amador, Chilcote, McCrostie, Toone.** **Voting in opposition** to the motion: **Reps. VanOrden, Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, DeMordaunt, Moon, Syme, Ehardt.**

**Rep. Clow** commented to the original motion, saying that school districts would have the ability to include supporting comment, if they desired. In response to questions from the committee, **Chairman VanOrden** said the original motion removes ESS3-4-1 and the supporting content of all the science standards, and approves the rest of the docket, including the science performance standards. **Rep. Toone** commented that teachers had input into the supporting content, and they should be trusted. **Rep. Ehardt** commented she received lots of feedback from teachers who did not want the legislature to mandate content, that they wanted to be trusted to do their job. Removing the supporting content does not prevent teachers who want to use it to do so, she said. **Rep. DeMordaunt** said she supports the original motion. Mandating content is a departure from how the state normally addresses standards, she said. As **Superintendent Ybarra** pointed out, most states have approved the standards without the supporting content. She said she preferred the state supply content in a supportive way, rather than a legislative way, because she trusts teachers and school districts to determine how to teach the standards. **Rep. McCrostie** said he would be voting no, because he had received correspondence from elementary teachers who said they do not have time to be experts on everything, and they would like the supporting content in the standards.

**VOTE ON ORIGINAL MOTION:**

**Rep. Moon** called for the question. A roll call vote was taken on the previous motion to approve **Docket No. 08-0203-1705**, with the exception of paragraph ESS3-4-1 and all items under the title of supporting content of the science standards. **Motion carried by a vote of 12 AYE and 4 NAY. Voting in favor of the motion: Reps. VanOrden, Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt. Voting in opposition to the motion: Reps. McDonald, Chilcote, McCrostie, Toone.**

**DOCKET NO. 08-0203-1710:**

**Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, explained **Docket No. 08-0203-1710**. This docket addresses standards for childhood education CTE classes, she said, for students taking classes to go into an early childhood education career. She said sections were combined and condensed. For example, section 2.0 has new sections which were previously in sections two and three, she said. Section 3.0 has standards which were originally in 1.4, 4.4 and 8.2. In response to questions from the committee, Ms. Bent said these are the minimum standards for teachers of early childhood education classes.

**MOTION:**

**Rep. Mendive** made a motion to approve **Docket No. 08-0203-1710. Motion carried by voice vote.**

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:57 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
9:00 A.M.  
Room EW42  
Thursday, February 08, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">H 415</a>	Excused Absence From School, Military Funeral	Rep. Cheatham
<a href="#">H 443</a>	School Districts, Firearm Education	Rep. Nate

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Chilcote)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 08, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW42

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** Rep. Shepherd

**GUESTS:** Jim Nunley, Sportsmen Group; Clark Corbin, Idaho Education News; Matt Compton, Idaho Education Association; Sharon Kiefer, Idaho Fish and Game; Quinn Perry, Idaho School Boards Association; Gidion Tolman, Department of Financial Management

**Chairman VanOrden** called the meeting to order at 9:02 a.m.

**H 415:** **Rep. Cheatham** spoke to **H 415**. He said the bill allows students in six through twelfth grade to be absent to play "Taps" for a military funeral and not be counted absent for purposes of average daily attendance funding. Students are required to make up the work missed. He said he asked people leaving military funerals what they thought of when "Taps" was played, and they told him it made them think of patriotism and an urge to connect with the family of the deceased.

**MOTION:** **Rep. Syme** made a motion to send **H 415** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Rep. Cheatham** said the legislation was necessary for schools not to lose funding from the state. In response to questions from the committee, **Chairman VanOrden** said the state uses average daily attendance to determine a school's funding, and students must be at school a certain amount of time to be counted as present. She said if the state goes to an enrollment-based model for funding, legislation like this would not be needed, but it will be some time before the school funding formula is decided. Chairman VanOrden said she supports **H 415**. In response to questions from the committee, Rep. Cheatham said the legislation shows an appreciation for veterans and their families.

In response to questions from the committee, **Rep. DeMordaunt** said students who are family members of a deceased veteran can bring in the funeral program to have their absence excused in the West Ada School District. **H 415** excuses trumpet players not related to the deceased. In response to questions from the committee, **Tim McMurtrey**, Deputy Superintendent of Operations, State Department of Education, said excused absences do not count against the average daily attendance count for funding. **Rep. Kerby** commented that the state should honor the military, and the legislation will only be necessary until the state is no longer using average daily attendance for funding. **Rep. Boyle** commented that the service of veterans should be respected. **Rep. McCrostie** commented that he would support the motion, but he encourages families of veterans to use the musical organizations in the community. This is not just about honoring veterans, but also about teaching young people to honor them, he said. Rep. DeMordaunt said rural districts had expressed a need for this legislation, because there are not enough people in those districts who can play "Taps."

**VOTE ON  
MOTION:**

**Motion carried by voice vote. Rep. Cheatham** will sponsor the bill on the floor.

**Chairman VanOrden** said **H 443** would be held to a later date.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:27 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Friday, February 09, 2018**

SUBJECT	DESCRIPTION	PRESENTER
	Idaho Department of Juvenile Corrections: Education Program Overview	Cindy Orr, Education Program Director, Department of Juvenile Corrections
	Idaho Criminal Justice Commission Overview	Sharon Harrigfeld, Chair  Christina Iverson, Statewide Sentencing Alternatives Manager, Idaho Supreme Court  Eric Fredericksen, State Appellate Public Defender, Member  Henry Atencio, Idaho Department of Correction, Member  Lisa Bostaph, Public Member  Sandy Jones, Commission of Pardons & Paroles, Member

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon

COMMITTEE SECRETARY

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Rep Mendive

Rep Syme

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, February 09, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/  
EXCUSED:** Representative(s) Boyle, Moon

**GUESTS:** Sharon Harrigfeld, Cindy Orr, Benjamin Stoddard, Debbie Sieger, Idaho Department of Juvenile Corrections; Melinda Merrill, Idaho Bail Coalition; Christina Weison, Lisa Bostaph, Idaho Criminal Justice Commission; Mike Keckler, Idaho State Board of Education; Eric Fredericksen, Students Against Drunk Driving; Steve Rayborn, Amy Lorenzo, Idaho Career Technical Education

**Chairman VanOrden** called the meeting to order at 8:00 a.m.

**Sharon Harrigfeld** introduced **Cindy Orr**, the new Education Program Director of the Idaho Department of Juvenile Corrections. Dr. Orr gave a presentation which summarized the accomplishments of students in the program from FY18. She said the implementation of the Teacher Career Ladder has improved the morale of the teachers and forced teachers to look at student test results to inform instruction and interventions.

**Dr. Orr** also described the new programs for FY18. These include the St. Anthony's Canteen, which provides work-based learning, high school credits and certificates for work-based learning competencies. The St. Anthony's Canteen assists students with acquiring employment once they are released from custody. Another new program is the greenhouses at Lewiston and St. Anthony. The students and CTE Teacher built the greenhouses, and they will provide a source of food for the Canteen and local shelters, and provide flowers for county courthouses and grave sites. The greenhouses provide the potential for master gardener certification, through the University of Idaho, and skill tracking in partnership with Career Technical Education. A third new program is the Nampa Work-based Learning Program, in partnership with the Department of Labor. Students receive an education and leave the program with employment. A fourth new program is one which gives students the opportunity to certify in Microsoft Applications. A student in St. Anthony was selected as the state champion for Powerpoint.

**Dr. Orr** described the agency's future goals. These include working with the State Department of Education to develop a Mastery Personalized Learning Plan, adding student behavior to teacher evaluations, and moving from workplace certifications to CTE Certifications. They are working with Career Technical Education to accomplish the last goal, and they will start with the Nampa Location. In response to questions from the committee, Dr. Orr said the students do not have access to Advanced Opportunities Funds, because they fall under the Department of Juvenile Corrections, not the State Department of Education. However, if students enroll in post-secondary school after they are released, the Department of Juvenile Corrections pays for the credits out of Title I-D Funds, said Dr. Orr. Lewiston is only two laptops away from a one-to-one ratio, said Dr. Orr. Nampa is twenty laptops away from a one-to-one ratio, and St. Anthony has a two-to-one ratio, with two students per computer. By moving to a mastery model, hopefully students can

move much more quickly through curriculum, she added. The program is using Haiku Learning from Powerschool for its mastery software.

**Sharon Harrigfeld**, Commissioner of the Idaho Department of Juvenile Corrections, gave a report on the Idaho Criminal Justice Commission. She said the vision of the Commission is to collaborate for a safer Idaho. It is a diverse, high-powered group, representing the executive, judicial and legislative branches of state government, counties, cities and other stakeholders. The goals of the Commission are the following:

1. Reduce victimization and recidivism in the state of Idaho
2. Advance delivery of justice through effective interventions which are cost effective and based on best practices
3. Promote well-informed policy decisions

**Ms. Harrigfeld** listed the subcommittee work topics, which are pre-trial justice, mental health and substance abuse, research alliance, human trafficking, grant review council, and criminal law review. A constitutional amendment is being proposed which addresses pre-trial justice recommendations, she added. In response to questions from the committee, Ms. Harrigfeld said they should have enough data in two to three years to evaluate the effectiveness as a whole. A print hearing on the constitutional amendment will be held this afternoon, she added.

**Lisa Bostaph**, Idaho Grant Review Council, said the Mental Health and Substance Abuse Subcommittee is focusing on crisis intervention training for police and on the response to the opioid epidemic. She spoke about the Department of Health and Welfare Services by district and said the Department would have more data on substance abuse and mental health clients in the future. Ms. Bostaph said the Council was gathering data from various agencies on victimization and victim services, because it does not appear in one document, and would be preparing a proposal to address the needs surrounding data on victimization. She said that, because there is no standardized way agencies report on victimization, a systemic way to analyze the data needs to be created.

**Eric Fredericksen**, State Appellate Public Defender, spoke about the Human Trafficking Subcommittee. He said Idaho received a score of "C" on its statutes related to human trafficking, with the lowest score being for how the crime victims are treated. The agency is doing a criminal law review of statutes now. In response to questions from the committee, Mr. Fredericksen said there was no change in the numbers since the last time the report was run. The ages at risk are middle school and older, he said, and the agency is working with the State Department of Education to offer education in schools about online dangers. The Human Trafficking Committee is working on determining the magnitude of human trafficking he said. Because the charge is usually an enhancement to another charge, the investigation involves digging deeper to discover the magnitude of the problem

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 8:37 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, February 12, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS26107</u></a>	Relating to Charter Schools: Certificates for Charter School Administrators  Idaho STEM Action Center Report	Rep. Boyle  Dr. Angela Hemingway, Executive Director, Idaho STEM Action Center
<a href="#"><u>S1210</u></a>	Eastern Idaho Technical College	Mike Keckler, Chief Communications and Legislative Affairs Officer, Office of the State Board of Education
<a href="#"><u>S1222</u></a>	Career Technical Education Funding	Tracie Bent, Chief Planning and Policy Officer, Office of the State Board of Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby
Vice Chairman McDonald	Rep Cheatham
Rep Shepherd	Rep Amador
Rep Boyle	Rep DeMordaunt
Rep Clow	Rep Moon
Rep Mendive	Rep Syme

Rep Ehardt
Rep Kloc(Tway)
Rep McCrostie
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

- DATE:** Monday, February 12, 2018
- TIME:** 9:00 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone
- ABSENT/  
EXCUSED:** Representative(s) DeMordaunt, VanOrden
- GUESTS:** Marilyn Whitney, Governor's Office; Teresa Harper, Association of Charter School Leaders; Clark Corbin, Idaho Education News; Sue Wigdorski, Kari Overall, Idaho Education Association; Lynn Tominaga, Idaho Rural Water; Mark Brown, College of Western Idaho; Steve Rayborn, Dwight Johnson, Idaho Career Technical Education
- Vice-chairman McDonald** called the meeting to order at 9:00 a.m.
- RS 26107:** **Rep. Boyle** spoke to **RS 26107**. She said the legislation deals with how charter schools hire administrators, and make it easier for charter schools to hire administrators who fit the mission of the charter school. The legislation creates a new charter school administrator certificate, as an alternative to traditional administrator certificates. An administrator would be eligible for a charter school administrator certificate with the following qualifications: hold a bachelor's degree, pass a background check, receive training on teacher evaluation, and possess a letter which demonstrates a charter school board of directors commits to hiring the administrator and overseeing the administrator's work. The certificate would be renewable every five years, said Rep. Boyle.
- MOTION:** **Rep. Moon** made a motion to introduce **RS 26107**. **Motion carried by voice vote.**
- S 1210:** **Mike Keckler**, State Board of Education, spoke to **S 1210**. He said the legislation removes references to Eastern Idaho Technical College in Idaho Code, in § 33-2208, 33-2209, 33-2210, and 33-2212. The legislation also replaces references to Eastern Idaho Technical College with the College of Eastern Idaho, allows the State Board of Education to dissolve Eastern Idaho Technical College as a legal entity, and allows the College of Eastern Idaho to assume that role.
- MOTION:** **Rep. Ehardt** made a motion to send **S 1210** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Ehardt** will sponsor the bill on the floor.
- S 1222:** **Tracie Bent**, State Board of Education, spoke to **S 1222**. She said the legislature had enacted a program which provides funding for high-quality agriculture career technical education (CTE) secondary school programs, and this legislation creates an additional section of code which provides legislative intent related to career technical education and the expansion of incentive funding to other CTE programs. The technical assistance funding will be available to approved career technical education programs in the areas of business management and marketing, engineering and technology, family and consumer sciences, health sciences, and skilled and technical sciences. Section one provides the legislative intent. Section two authorizes the other career technical education areas. Section three establishes provision regarding a quality funding mechanism for incentive funding for high-quality career technical education secondary programs. Section four provides a sunset date for section two and makes section three effective July

1, 2019, said Ms. Bent. She said it is necessary to add the section expanding the career technical education areas which qualify for the workforce readiness incentive program, and then add the funding.

The fiscal impact will be \$300,000 said **Ms. Bent**. For fiscal year 2018, the legislature appropriated \$300,000 in ongoing general funds for the agricultural and natural resources program. The fiscal year 2019 recommended amount expands on that appropriation another \$300,000, for a total of \$600,000, to fund Workforce Readiness Incentives for high-quality programs in all the career technical education programs. Ms. Bent said the administrative rule for the agricultural programs, which was reviewed by the Mendive Subcommittee, is a good example of how the administrative rules for the other programs will look. The Workforce Readiness Incentive Funding focuses on student outcomes for the programs, she added. In response to questions from the committee, Ms. Bent said the extra funding would be used to expand the grant to other career technical education programs. Currently, the grant is only for agricultural programs. The Workforce Development Council grants are not available for secondary career technical education programs, said Ms. Bent. Those grants are available for post-secondary programs. The legislation expands last year's appropriation to cover five more career technical education program areas, she said. The funding is ongoing funding for all career technical education programs at the secondary education level.

**MOTION:**

**Rep. Kerby** made a motion to send **S 1222** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Bent** said the extra \$300,000 funding request was designed to not impact the current agricultural programs funding. **Dwight Johnson**, Idaho Career Technical Education, said there are 85,000 students taking career technical education classes, and fourteen percent of those students are enrolled in agricultural programs. The expansion will not impact the agricultural programs, he said. The funding is tied to program incentives and accountability, he added, and the agricultural program administrators are very supportive of the legislation. In response to questions from the committee, Mr. Johnson said the Workforce Development Council funding is specifically for the training of adult workers, so it cannot be used for secondary education students. As post-secondary education becomes more connected to secondary education, with a more integrated approach, those funds for post-secondary programs can be leveraged, he added.

**VOTE ON MOTION:**

**Motion carried by voice vote. Rep. Syme** requested he be recorded as voting **NAY. Rep. Kerby** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:45 a.m.

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Representative McDonald  
Vice-Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Tuesday, February 13, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS26152C1</a>	Relating to Health Education; Sex Education	Rep. VanOrden
<a href="#">RS26047</a>	Relating to Employment of Board Member Spouses; Repealing Sunset Clause	Rep. VanOrden
	Office of the State Board of Education Annual Report	Matt Freeman, Executive Director, State Board of Education
	Education Budget Presentation	Robyn Lockett, Principal Budget and Policy Analyst, Legislative Services Office  Janet Jessup, Budget and Policy Analyst, Legislative Services Office

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 13, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representative(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Tim Hill, Julie Oberle, State Department of Education; Robyn Locket, Legislative Services Office; Harold Ott, Idaho Association of School Administrators; Clark Cortin, Idaho Education News; Siana Carsrud

**Chairman VanOrden** called the meeting to order at 8:02 a.m.

**RS 26152C1:** **Chairman VanOrden** turned the gavel over to **Vice-chairman McDonald**. Rep. VanOrden spoke to **RS 26152C1**. She said changes had been made to the legislation since it had first been printed. In line twelve, language was added back in which acknowledges the importance of families and a strong home. Language about healthy relationships was removed, and language about the State Board's involvement at a level beyond developing the content standards was received. The State Board develops the health content standards, and the local districts develop the curriculum, she said. The word "may" was replaced with "shall" in the section which states the school district shall involve the family.

**MOTION:** **Rep. Kerby** made a motion to introduce **RS 26152C1**. **Motion carried by voice vote.**

**RS 26047:** **Rep. VanOrden** spoke to **RS 26047**. She said legislation in 2014 allowed school board members' spouses to be employed by the district under certain conditions. This has worked well, especially for small districts, and the legislation removes the sunset clause. In response to questions from the committee, Rep. VanOrden said less than ten spouses of school board members are currently employed.

**MOTION:** **Rep. DeMordaunt** made a motion to introduce **RS 26047**. **Motion carried by voice vote.**

**Vice-chairman McDonald** returned the gavel to **Chairman VanOrden**.

**Matt Freeman**, Executive Director of the State Board of Education, gave the annual report for the Office of the State Board of Education on the work being done throughout the Idaho educational system, how the Board is serving students, and efforts to develop the workforce. He explained the Board is charged with the supervision of public schools and community colleges by the state constitution and by Idaho Code. He explained the organization of the State Board of Education and said it meets every other month at various locations around the state, spending a day and a half at each location. Mr. Freeman said that the Board is currently finding replacements for three college presidents, which is a large undertaking.

The total number of students enrolled in public schools and post-secondary institutions was 378,346 in the Fall of 2017, said **Mr. Freeman**. Mr. Freeman summarized the priorities for fiscal year 2019, which included the K-12 Task Force, the Higher Education Task Force, Idaho's Go-on Rate, access and affordability, education as an economic imperative, and statutory reports. The K-12 Task Force Initiatives support the governor's recommendations, he said, including \$41.6 million for the career ladder. The Higher Education Task Force items are also included in the governor's budget.

**Mr. Freeman** said the number of high school graduates is expected to increase by over 31% between 2011 and 2025. Idaho ranks fifth in the nation for post-secondary enrollment growth, including students earning dual-credit and students in private institutions. The students earning dual-credit accounts for the largest number of post-secondary enrollment, he added. There has been a net decline in Idaho's Go On Rate, said Mr. Freeman, and the Fall rate is not on a trajectory the Board would like to see. Mr. Freeman explained the Go On Rate varies by county. Some counties with low Go On Rates may be impacted by students who go on religious missions, he added.

**Mr. Freeman** described some initiatives. College Application Week is an initiative which gives students a class period to apply to college. The Apply Idaho initiative is an online application at which students can apply to numerous institutions through one portal. Mr. Freeman said the resident undergraduate applications for admissions increased by 87%. Another initiative was designed to assist students with completing FAFSA applications. The Board has access to the data needed, and it developed a portal for high school counselors to see how many students have completed and submitted the paperwork.

**Mr. Freeman** explained there is an inverse relationship between state funding and tuition costs. The Board is holding tuition to historic lows, he said. The Board works with the colleges and universities to keep tuition low and approves only essential raises, such as for health insurance increases. The largest sources of financial aid are PELL Grants, federal student loans, and institutional financial aid, with state financial aid being the lowest source, said Mr. Freeman. Idaho is the third lowest state when it comes to providing financial aid, he said. The Opportunity Scholarships increase immediate college attendance by nine percent, and increase retention from 72% to 86%. Of the recipients, 91% have graduated or are still in college after one year, and 88% are still in college after two years. The governor recommended increasing the funds for another 1400 scholarships, and the Board supports this recommendation, said Mr. Freeman.

**Mr. Freeman** addressed the levels of education for residents of Idaho aged twenty-five through thirty-four. Twenty-five percent have some college education, but no degree. If every high school student earns a degree or certificate through 2025, thirty-nine states will still see post-secondary education attainment rates under the Go On Rate, and the Go On Rate must include this population, he said. The Board endorses legislation which addresses adult learners.

**Mr. Freeman** addressed the Board's statutory plans. He said 60.2% of school districts and charter schools were compliant with the submission of a 2017-2018 Continuous Improvement Plans by the deadline, and 88.6% had submitted their Literacy Intervention Program Plans by the deadline or close to it. Based on the plan submissions, the Board has found most districts spend literacy intervention money on curriculum or staffing. Two years of student performance data shows they have been successful at improving student performance. Eighth-grade career plans have been required since 1997, and they significantly increase student focus, he said. The Board is sharing the most successful plans with other districts.

The Board's Next Steps Idaho Website, developed for students in eighth through twelfth grade, has seen two times as many users this year as last year, said **Mr. Freeman**. It was developed in partnership with Idaho Business in Education. It provides information on job markets and salary projections, and it was the most visited website in the last three months. The Board looks forward to continuing its partnership with the legislature.

In response to questions from the committee, **Mr. Freeman** said that the Board has seen a trend of students going on religious missions sooner, since the mission age was lowered. He said the Board did not have data on how religious missions affect the Go On Rate, but the Board did not see a strong Go On Rate, even after three years post-graduation, in anecdotal cases. The Board is working on that, he added. The students who leave the state to attend out-of-state colleges most often attend the University of Utah or Utah State, he said.

In response to questions from the committee, **Mr. Freeman** said the Board is trying to control tuition costs as much as it can. The increase of 3.4% was the cost of doing business, such as increases in health insurance costs and C.E.C. costs. He said the Council for Exceptional Children affects colleges differently. The faculty and staff of colleges are funded from state appropriations, tuition costs, and federal grants. When the state provides 3.3% for CEC, for positions not falling under the CEC it becomes an unfunded mandate, and the colleges have to make up the difference, he said.

In response to questions from the committee, **Mr. Freeman** said the State Board established the 60% Go On Rate in 2010. Idaho invested eight million over three years for the four-year colleges, and two years for the two-year colleges, to complete the College Idaho Report. It was first funded in 2015, so the Board does not have enough longitudinal data to have a cost-benefit analysis of the state's investment in Go On Rate initiatives.

In response to questions from the committee, **Alison Henken**, K-12 Accountability and Projects Program Manager, said the reports the districts provide take some time, but the Board provided a Webinar training which helped the districts complete them this year. She said she thinks the Board will see a huge improvement in compliance with the Continuous Improvement Plan. The districts are getting more comfortable with them and are feeling supported by the Board, so the difficulty is going down, she added.

In response to questions from the committee, **Tracie Bent**, Chief Planning and Policy Officer, said in a number of the plans the districts identified which discreet tasks they used the money for, but not the purpose behind the task, which makes it difficult to identify which model they are using. This is why 25% of the districts did not identify their strategy for using the funds.

In response to questions from the committee, **Mr. Freeman** said since the Go On Rate goal of 60% is a population goal, including people who move to Idaho, it makes it difficult to calculate. Idaho post-secondary institutions' out-of-state tuition is equivalent to some states' in-state tuition, which helps to attract post-secondary students from other states, he added. The reason the Go On Rate went up in 2012 and 2013, then started to go back down, is related to the economy, said Mr. Freeman. When the economy improves, people are more likely to go into the work force, not post-secondary education. The Go On Rate was 48-51% in 2011 and 2012, which was the middle of the recession, but post-secondary institutions saw a steady drop in enrollment starting in 2013, when the economy started to recover. Mr. Freeman said the difficulty with improving the Go On Rate is a cultural issue in some areas of the state, where the value of education is not understood. He commended the legislature and the Board for attacking the Go On Rate from many

angles. Because the Board is dealing with cohorts of students, it also takes time to see the results, he added.

In response to questions from the committee, **Mr. Freeman** said there was a two percent drop in students going to out-of-state colleges, because they are now attending Idaho colleges. Idaho has seen a tremendous increase in students taking dual enrollment classes and enrolling in college. However, Idaho is not seeing sizeable gains in the Go On Rate, because students are not finishing college. The Board is seeing a significant increase in retention rates for students on the Opportunity Scholarship, he added.

In response to questions from the committee, **Ms. Henken** said the plans submitted by school districts were for the 2017-2018 school year. **Mr. Freeman** said the Continuous Improvement Plans are submitted to the Board, and the Board looks at what the high-performing districts are doing, so it can share the best practices information with other districts. In response to questions from the committee, **Mr. Freeman** said the Board does not have access to how many students do not go to post-secondary education, because they enlist in the military. He said there are a number of holes in the Go On Rate data, including military enlistments and students with business or industry certification. The Board does have access to data on the number of students who go on to registered apprenticeships, he added. **Mr. Freeman** said there is work that can be done at the post-secondary level to reduce the attrition over summer. The Board is trying different strategies to address the summer attrition.

In response to questions from the committee, **Chairman VanOrden** said a third-party evaluation of the IRI literacy intervention pilot project was going on at this point, and there is one round of data gathered. In response to questions from the committee, **Mr. Freeman** said one recommendation of the higher education task force is to extend the data collection for the Go On Rate to 2025.

In response to questions from the committee regarding the master premium, **Ms. Bent** said the original proposal from the Board, based on the K-12 task force for improving education, was to create a third rung on the career ladder. However, the legislature was not comfortable with this recommendation at the time, so the mastery teacher premium was created. One district submitted a proposal which will go before the Board, she said, but there is not a third option at this time. In response to questions from the committee, **Mr. Freeman** said all administrators are required to take a three-credit course on teacher evaluations every five years. **Chairman VanOrden** explained the teacher evaluations are part of the career ladder, which costs 300 million dollars. In response to questions from the committee, **Mr. Freeman** said a report on which demographics of students are using Advanced Opportunity funds is public information, and he would provide it to the committee.

**Robyn Lockett**, Budget and Policy Analyst from the Legislative Services Office, gave an overview of the budget request for K-12 education. She said the total appropriation is over two billion dollars, with 83%, or one billion and six-hundred-eighty-five million, coming from the General Fund. Thirteen percent of the budget comes from federal funds. **Ms. Bent** said 48.8% of the General Fund went to public education, and it is one of the four largest areas of the General Fund. The public school support operating budget saw an increase of 5.5% requested for FY19, which is \$2,154,000,000.

**Ms. Lockett** explained the bond levy equalization support program requests. In 2015, H 296 created the career ladder, she added. The governor requested three million dollars. The State Department of Education requested five million dollars. The Department's request was submitted before the levies were finalized, she said.

**Ms. Lockett** explained the comparison of the FY 2018 original appropriation and the FY 2019 requests from the State Department of Education and the Governor. She said the technology request went from twenty-six million dollars to thirty-six million dollars. This request is to continue to improve the infrastructure and student learning, and to pay for the expansion of the K-12 wireless program. The discretionary fund request increase of \$7,209,000 is related to the projected increase of 4.8% in health insurance premiums, said Ms. Lockett. The discretionary fund is 25% of the budget, she added. The support unit budget request was based on a projection of an addition of over 300,000 students.

In response to questions from the committee, **Pete Kohler**, Chief of Staff, said paraprofessionals fall under the classified staff category. However, many districts pull funding for these positions out of their discretionary funding. Idaho Statute § 33-1004 governs class size, said Mr. Kohler. Class size is driven by the size of the school, he said, so schools can afford at least one of every position.

In response to questions from the committee, **Ms. Lockett** said the request from the State Department of Education for a 4% classified staff salary increase is 1% above the place holder request and 2% above what is recommended by policy makers. The governor's request did not include a salary increase. Ms. Lockett said the reason for this request is it would raise the classified salaries from \$21,224 to \$22,086, the true cost of classified staff. She said the bulk of the budget was addressed by the career ladder, and this was for the small amount not tied to the career ladder. Ms. Lockett said Idaho Code has no base salary for staff salaries. Each school district makes its own decision on what to pay teachers.

In response to questions from the committee, **Tim Hill**, Associate Deputy Superintendent, said school districts spend seventy million dollars more than their apportionment allowance for staff, for a total of 191 million dollars more. Idaho is competing with neighboring states for teachers, he said. The Department looks at where Idaho stands compared to other states. The career ladder has helped, but it may not be enough to address the teacher shortage, he said. Idaho continues to rely on students' passion to be teachers, regardless of the economics. Mr. Hill said over 190 million dollars in levies are related to appropriations for salaries, and ninety-three school districts are running supplemental levies.

In response to questions from the committee, **Ms. Lockett** said the Department estimates the per-pupil spending for half-day kindergarten students is \$2,500. For elementary students, the cost is \$4,300 to \$8,200. The public school funding interim committee is studying this topic. Idaho's public school funding is difficult for others to understand, she added.

**Ms. Lockett** said the Department was requesting two million dollars more for college and career counselors. It is requesting four million dollars to increase the number of professional development days by two and one half. Administrators are not in the career ladder, so the Department is requesting a salary apportionment increase of 2.3 million dollars. The governor recommended no money for operations categories of a 4% salary increase, and health insurance. The governor recommended ten million dollars for technology. The Department is requesting over twenty-eight million dollars for operations, which includes ten million dollars for technology, as well as money for a 4% salary increase and health insurance. The governor's recommendation and Department's request for just over one million dollars are based on increasing the mastery education cohort from twenty-one schools to forty schools. The governor and Department are requesting one million dollars for programs for students with limited English proficiency, because districts do not have sufficient funds to hire staff for LEP Programs. The request for \$433,000 for Literacy Intervention and IRI Replacement is related to the statewide implementation of a new Idaho Reading Indicator test, which has not been updated since 2007, said Ms. Lockett. Both the governor and the Department

are recommending an apportionment of \$300,000 for content and curriculum, and the extra \$250,000 in apportionment requests for professional development is related to creating and delivering programs based on the new science standards. The \$795,000 for wireless infrastructure is a one-time request to fulfill the high school wireless contract, she added. In response to questions from the committee, **Mr. Kohler** said the extra professional development request is to train teachers in the implementation of the new test, as it comes out

**Ms. Lockett** explained the Public Education Stabilization Fund (PESF), created in 2003 by house bill **H 463**. She said funds are withdrawn from the PESF if insufficient funds are available. The largest withdrawal was in fiscal year 2009, when eighty-five million dollars was withdrawn. Withdrawals are not automatic, she added. In response to questions from the committee, Ms. Lockett said this year had seen an increase in ELL students from 13,000 to 16, 000. The increase in money requested for student achievement tests reflects the increase in the number of students participating, she said. Also, money is being requested to develop a new science assessment to meet the new standards.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:39 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Wednesday, February 14, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS26181</u></a>	Relating to Education; To Revise Provisions Regarding Mastery-Based Education	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#"><u>RS26177</u></a>	Relating to the Guided Education Management Act; Scholarships	Rep. Vander Woude

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, February 14, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** Representative(s) Boyle, Toone

**GUESTS:** Darnea Lamb, Madison School District; Steve Rayborn, Amy Lorenzo, Idaho Career Technical Education; Emily McClure, Education for All; Kari Overall, Sue Wigdorski, Idaho Education Association; Clark Corbin, Idaho Education News; Kelly Steely, College of Western Idaho; Crystal Ayers, College of Southern Idaho; Irene Westrick, Chelsie Wilson, Brandon Hampton, Boise School District; Lyndon Oswald, Technical Careers High School; Andrew Smith, West Ada School District; Timothy Leishmon, Idaho State University; Beth Richtsmerr, Meridian Technical Charter School; Scott Hill, Meridian Medical Arts Charter School; Curtis Richins; Tonya Tracy, College of Eastern Idaho; Gidion Tolman, Division of Financial Management

**Vice Chairman McDonald** called the meeting to order at 9:00 a.m.

**MOTION:** **Rep. Amador** made a motion to approve the minutes of January 29, 2018 9:00 a.m. meeting and the minutes of January 29, 2018 3:00 p.m. meeting. **Motion carried by voice vote.**

**RS 26181:** **Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **RS 26181**. He said it replaces **H 502** with a correction on line 20 to the number of members on the Commission. In response to questions from the committee, Mr. Robb said the Superintendent of Public Instruction requested an additional 1.4 million dollars for mastery-based education. **Rep. Kerby** said the State Department of Education provides a tremendous amount of support for mastery-based education, and more schools are wanting to participate, so he supported the budget request.

**MOTION:** **Rep. Syme** made a motion to introduce RS 26181. **Motion carried by voice vote.**  
**Vice Chairman McDonald** turned the gavel over to **Chairman VanOrden**.

**RS 26177:** **Rep. Vander Woude** spoke to **RS 26177**. He said this legislation creates the Guided Education Management Act (GEM) which pays for qualified educational expenses for qualified students. It outlines the criteria for qualified students and the acceptable expenses. The money for expenses is paid directly to the providers, said Rep. Vander Woude, which provides checks and balances. In response to questions from the committee, Rep. Vander Woude said if this is funded by private contributions, there will be no fiscal impact. Rep. Vander Woude said the State Board of Education would select non-profit organizations which would select the students who would be awarded scholarships for these expenses.

**MOTION:** Rep. Kerby made a motion to introduce **RS 26177. Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:15 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1  
HOUSE EDUCATION COMMITTEE  
9:00 A.M.  
Room EW41  
Thursday, February 15, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>S1233</u></a>	Relating to the STEM Action Center Advisory Board Idaho Commission for Libraries	Marilyn Whitney, Governor's Office  Stephanie Bailey-White, Deputy State Librarian
	Idaho Public Charter School Commission Annual Report	Tamara Baysinger, Public Charter School Commission Director

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden  
Vice Chairman McDonald  
Rep Shepherd  
Rep Boyle  
Rep Clow  
Rep Mendive

Rep Kerby  
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COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 15, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Ann Joslin, Idaho Commission for Libraries, Donna Eggers, Stephanie Bailey-White, David Harnell; Misty Swanson, Idaho School Boards Association; Angela Hemingway, Dee Mooney, Idaho STEM Academy; Marilyn Whitney, Governor's Office; Joel Williams, Fruitland Education; Tom Wittmeyer; Gideon Tolman, Division of Financial Management

**Chairman VanOrden** called the committee to order at 9:00 a.m.

**S 1233:** **Marilyn Whitney** spoke to **S 1233**. She said it clarifies the rules and responsibilities of the Idaho STEM Action Board. The legislation codifies what the Board has found to be the best practices and is currently using. Ms. Whitney explained the sections of the legislation.

**MOTION:** **Rep. Syme** made a motion to send **S 1233** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Whitney** said Subsection 3 only applies to industry representatives. STEM Action Board members are appointed by the governor for four years, and this legislation changes that appointment to three years. If **S 1233** becomes law, the governor will make one appointment for one year, one appointment for two years, and one appointment for three years.

**VOTE ON MOTION:** **Motion carried by voice vote. Rep. Syme** will sponsor the bill on the floor.

**Ann Joslin**, Idaho State Librarian, explained the history of the Idaho Commission for Libraries. She introduced **Stephanie Bailey-White**, Deputy State Librarian. Ms. Bailey-White gave a presentation on the work of the Idaho Commission for Libraries. In response to questions from the committee, Ms. Bailey-White said the Commission partners with the Head Start Program and teen parent centers to model practices which reinforce early literacy practices. They have noticed that participants are continuing early literacy practices six to nine months after the program ends. Ms. Bailey-White said nearly every elementary school in the state lacks funds for books. One in four elementary schools has a budget from zero to one-hundred dollars for books, and many do not have any budget. Many school library collections are aging, she added, and the average age of the books in the Boise School District is eighteen-years-old, she added.

In response to questions from the committee, **Ms. Bailey-White** said the State Department of Education and the Office of the State Board of Education are forming a committee to evaluate the Smarty Ants Program, and the Commission is looking forward to forming a partnership with them. Ms. Bailey-White said the Commission has worked the last ten years to increase the participation in summer programs, but getting librarians out of the library, such as camps and summer nutrition programs. For kids who do not have access to transportation, the Commission provides the books, so local libraries do not have to.

**Alan Reed**, Chairman, gave the annual report of the Idaho Public Charter School Commission. He said the Commission is in the second year of charter renewals. He said the Commission has been able to increase support for schools, because of the additional funding received by the state. He introduced **Tamara Baysinger**, Director.

**Tamara Baysinger** gave a history of public charter schools. She said the Commission is looking for ways to fill resource gaps without duplication. She said the Commission is excited about the pre-opening support program designed to guide new schools through the pre-opening year, as well as the new school leader orientation program. The Commission is making better data available to schools, she added. Ms. Baysinger said that 75% of charter school students exceeded the performance of students in surrounding districts in math, and 80% exceeded performance of students in surrounding districts in language arts. Alternative school charters were excluded from the comparison, but they trend better than the national average, she added. The Commission is asking how it can continue to customize oversight for unique schools, how it can increase diversity in enrollment, and where it can offer additional autonomy to balance the accountability already in place, said Ms. Baysinger. Needs the schools have identified are reducing the reporting burden, increasing funding flexibility, and expanding the start up funding options.

In response to questions from the committee, **Ms. Baysinger** said the performance of charter school students as compared to students from surrounding districts is also true across demographics, to some extent. Some schools are so small that the numbers are not statistically significant, she added. Although legislation passed in the 2017 Legislative Session helps to streamline the process of starting a charter school, Ms. Baysinger said she did not anticipate a huge increase in charter school applications. She said the Commission continues to work on ways to reach out to diverse groups without the fear of the accountability element. She said the renewal process can include information about the demographics served. The renewal process includes signing a certificate which outlines the schools rights and responsibilities and the metrics used for measurement. In the Spring, prior to renewal, the school director has a one-on-one meeting with the Commission staff. An auxiliary data option is available, which gives schools the option to share data which is not standard. Also, site visits help the Commission understand the school and see more context, she said. In December, the renewal recommendation is received from the school, and three options are provided. Those options are to renew the charter, renew the charter conditionally (to correct a weakness), or to not renew a charter. Ms. Baysinger said the limit for a renewal application is twenty-five pages, but schools usually submit ten to fifteen pages.

In response to questions from the committee, **Ms. Baysinger** said the Commission looks at both proficiency measurements, in comparison to the state and local community, and at growth measurements. Schools with large populations of students who are struggling see low proficiency measurements but high growth measurements, she added. The weakest areas are sometimes growth and sometimes the graduation rate, because the charter school demographics may be behind the cohort already. The Commission looked at many options besides growth and performance data, but schools asked they not be required to do more tests than are already required. Schools are not required to submit their whole scope and sequence, she said, but some schools want the Commission to know they have it. Ms. Baysinger said the Commission has cut the reporting requirements as much as possible, but many are not under the Commission's control. They are required for other agencies. The challenge is to identify what is needed and what they might be exempted from. For example, the proof of a continuous improvement plan can be seen in the data at the end of five years.

In response to questions from the committee, **Ms. Baysinger** said virtual schools are compared to other virtual schools, and the focus is more on growth than performance. Also, there is an opportunity for schools to submit other data. Although traditional schools could also be allowed more autonomy in exchange for more accountability, the customized accountability for each school is difficult to replicate to the broader public school sector, she added.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:11 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #2**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Friday, February 16, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">H 579</a>	Sex Education	Rep. VanOrden
<a href="#">H 503</a>	Education, Career Ladder	Duncan Robb   Chief Policy Advisor, Idaho SDE
<a href="#">H 566</a>	Charter School Administrator Certification	Rep. Boyle

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep Kloc(Tway)
Rep Shepherd	Rep Amador	Rep McCrostie
Rep Boyle	Rep DeMordaunt	Rep Toone
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, February 16, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

**Chairman VanOrden** called the meeting to order at 9:01 a.m. Chairman VanOrden turned the gavel over to **Vice Chairman McDonald**.

**H 579:** **Rep. VanOrden** spoke to **H 579**. She said the legislation revises four sections of code on sex education which are already in statute. She introduced **Hannah Gayle**, student at Boise State University.

**Ms. Gayle** spoke in support of **H 579**. She told about her experience of being a teenage mother and going to the Marian Pritchett Memorial School, which serves pregnant and parenting teens. She said the goal of the legislation is to reduce teen pregnancy rates in Idaho. Ms. Gayle gave statistics for Idaho's teen birth rate, and its effects on teens' high school graduation, health, and use of public assistance. Inconsistencies were found between the sex education health standards and Idaho Code, and the inconsistencies can pose problems for school district leaders, she said. Ms. Gayle cited reasons to make the Idaho health education standards for sex education consistent with Idaho Code. In response to questions from the committee, Ms. Gayle said the information she received from public education was semi-adequate. She said she thought she would have been involved in different activities, which would not have resulted in pregnancy, if the information had been more complete.

In response to questions from the committee, **Dr. Sarah Fry**, Boise State University faculty, said the current Idaho Statute is inconsistent with health education standards for sex education, and it encourages school districts to not include sex education. She said she felt the inconsistency encourages school districts to not include sex education. States with lower rates of teen pregnancy have more explicit laws, consistent with the health education standards, she added. The legislation is one step of many to address the concern of teen pregnancy in Idaho, said Dr. Fry. She spoke in support of **H 579**.

In response to questions from the committee, **Dr. Fry** said Idaho has the 26th-highest birth rate, not including abortions. From 2014 to 2016, Idaho's abortion rate increased two percent. Dr. Fry said the hope is that families are the primary influence, but not all families choose to discuss sex education. The legislation includes an option for parents to opt-out for their children's participation in sex education classes, if the parents do not like the school district's decision. Dr. Fry said she had not done an in-depth analysis to determine if there is a correlation between the teen pregnancy rates by county and the school districts' sex education programs. The National Conference for State Legislature has made policy recommendations to reduce teen pregnancy, and one recommendation is to focus on groups with the most need, such as rural areas, she said.

In response to questions from the committee, **Ms. Gayle** said she and **Dr. Fry** had decided to focus on legislation first to address the issue of teen pregnancy, but they are also working on a class for teen moms at Boise State University. She said the Marian Pritchett Memorial School uses the same curriculum as the state, as well as teaching parenting and life skills. The school includes a day-care and offers maternity clothes and diapers for students. Ms. Gayle said the first paragraph of the legislation specifies that sex education should start at home. However, not all families discuss sex education, and including classes in school is a support.

**Rep. McCrostie** spoke in support of **H 579**. He said the intent of the legislation is not to take away the rights of parents. Line four of the old language states school districts may involve parents and school communities. The new language says school districts shall involve parents, which he feels supports parent rights more strongly.

**MOTION:**

**Rep. Amador** made a motion to send **H 579** to General Orders.

**Rep. Kerby** spoke in support of the motion to send **H 579** to General Orders. He said he thinks it is important parents be notified, so they have an opportunity to opt out, and neither the statute nor the legislation make this clear.

**Candace Adkins, Nancy Harris, and Joy McKinnon** spoke in support of **H 579**, citing lack of parental instruction regarding sex education for some students as being a contributing factor of teen pregnancy.

**Julie Lynde and Paul Thompson** spoke in opposition of **H 579**. Ms. Lynde said she supported the motion to send **H 579** to General Orders. She said an improvement would be to change the opt-out option to an opt-in option, to make sure parents are informed.

**Rep. Ehardt** spoke in support of the motion to send **H 579** to General Orders.

In response to questions from the committee, **Rep. VanOrden** said the state legislature determines Idaho Code, and the Office of the State Board of Education is responsible for providing a free, uniform education, and the Board is responsible for creating the education standards. The curriculum is chosen at the local level, she added. The education standards were recently updated, which is why the legislation addresses Idaho Code.

**Rep. Toone** spoke in support of **H 579**.

In response to questions from the committee, **Rep. VanOrden** said the four sections of Idaho Code regarding sex education were collapsed into the construction of **H 579**.

**SUBSTITUTE MOTION:**

**Rep. McCrostie** made a substitute motion to send **H 579** to the floor with a **DO PASS** recommendation.

**VOTE ON  
SUBSTITUTE  
MOTION:**

Roll call vote was requested. **Substitute Motion failed by a vote of 3 AYE, 12 NAY.** Voting **in favor** of the motion: **Reps. Tway, McCrostie, Toone.** Voting **in opposition** to the motion: **Reps. McDonald, Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt.** Rep. VanOrden abstained.

**VOTE ON  
ORIGINAL  
MOTION:**

**Motion carried by voice vote.** Rep. Shepherd requested to be recorded as voting **NAY.** Rep. VanOrden will sponsor the bill on the floor.

**Vice Chairman McDonald** turned the gavel over to **Chairman VanOrden.**

**H 566:**

**Rep. Boyle** spoke to **H 566.** She said the legislation provides an alternative route to obtaining administrator certification for charter school administrators. The certification requires the administrator have a bachelor's degree, a criminal background check, a letter from the charter school saying the administrator meets their needs, and three credits of the Frameworks class on teacher evaluations. In response to questions from the committee, Rep. Boyle said those involved in drafting the legislation were the Charter School Commission and **Emily McClure.** In response to questions from the committee, Ms. McClure said the I.E.A. had seen the legislation but did not help draft it.

**Terry Ryan**, CEO of the Idaho Charter School Network, spoke to **H 566.** He said research shows effective principals are the key to a successful school. The legislation does not force charter schools to hire administrators who have this certification. This is a common practice in other states, said Mr. Ryan, and charter schools are held to a higher standard than other public schools in Idaho, which is the argument for greater flexibility. The administrators of charter schools have advanced education, but they currently must be paid out of the discretionary funds, like a teacher's aide. In response to questions from the committee, Mr. Ryan said most states do not require administrators to have teaching experience. Because they oversee facilities, payroll and budgets, they are seen as CEOs of a business, he added. Mr. Ryan said administrators could be considered instructional leaders, but they could have a team or master teacher to assist them. Running a charter school is not a one-person job, said Mr. Ryan. It requires a team with qualifications unique to the charter school's mission.

**MOTION:**

**Rep. Moon** made a motion to send **H 566** to the floor.

**Rep. Clow** said he supports the legislation.

In response to questions from the committee, **Mr. Ryan** said most charter schools do not have a central office with specialists to assist the administrator, so the duties of a charter school administrator are different than the duties of a traditional administrator. **Rhonda Baines**, Treasure Valley Classical Academy, spoke **in support** of **H 566.** She said charter schools require an administrator attuned in to the charter school's specific model. Just having a traditional administrator certificate is not a qualification, she added. The legislation is imperative to carry out the vision and mission of the Treasure Valley Classical Academy, said Ms. Baines. The person the school would like to hire is currently an administrator at a similar school, but that person does not have an Idaho administrator certificate. In response to questions from the committee, Mr. Ryan said charter school administrators are currently not funded by the state. The school uses philanthropic money to pay their salaries. Charter schools are public schools, he added, and the state should pay for the administrators.

**SUBSTITUTE  
MOTION:**

**Rep. McDonald** made a substitute motion to **HOLD H 566** for time certain, Monday, February 19, 2018. **Substitute Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 11:05 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #2  
HOUSE EDUCATION COMMITTEE  
9:00 A.M.  
Room EW41  
Monday, February 19, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">H 566</a>	Charter School Administrator Certification	Rep. Boyle
	Kerby Subcommittee Report and Recommendations	Rep. Kerby
	Mendive Subcommittee Report and Recommendations	Rep. Mendive
	Syme Subcommittee Report and Recommendations	Rep. Syme
	Idaho FFA	Austen Thomason

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
 Vice Chairman McDonald      Rep Cheatham  
 Rep Shepherd      Rep Amador  
 Rep Boyle      Rep DeMordaunt  
 Rep Clow      Rep Moon  
 Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 19, 2018  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Jennifer Swindell, Idaho Education News; Brad Peterson, Future Public School; Colton Beams; Richard Agaayo; Kevin Sio; Camilla Sein; Brian McNeil; Dessa Jones; Austen Thomason, Sydney Anderson, Lindsey Stowell, Randy Clements, Clara Leigh Evans, Idaho Future Farmers of America; Teresa Harper, Association of Charter School Leaders; Rob Winslow, Idaho Association of School Administrators; Kari Overall, Idaho Education Association; Katee Grover, Aimee Solis, CHS; Kasey Bier; Siana Carsand

**Chairman VanOrden** called the meeting to order at 9:11 a.m.

**Austen Thomason**, Idaho State FFA Treasurer, presented Future Farmers of America information to the committee. He introduced the other state officers. Mr. Thomason said students learn leadership skills and workforce skills by participating in FFA. He summarized the state membership numbers and listed service projects different chapters had initiated. The FFA Program developed six leadership workshops it delivers to high school students, said Mr. Thomason. State leadership participated in roundtables with students from Canada and Mexico in Indianapolis last year, he added. FFA awards over \$69,000 in scholarships and has 2500 alumni who support the program. Mr. Thomason invited committee members to the FFA State Leadership Conference in Twin Falls in April.

In response to questions from the committee, **Mr. Thomason** said his ten-year plan was to stay in the agriculture industry. He would like to work for the U.S.D.A. doing border inspections, and then perhaps go into politics. **Chairman VanOrden** commented that legislation had been passed to support the agriculture programs. Mr. Thomason said FFA's membership and new chapter creation is the highest it has been. In response to questions from the committee, Mr. Thomason said STEM education is vital to agriculture programs. The agriculture classes use a three-circle model, with classroom instruction, supervised experience, and participation in FFA. He cited drones and self-driving tractors as ways technology is being used in the agriculture industry.

**H 566** **Brad Peterson**, co-founder of Future Public School Charter School, spoke in support of **H 566**. He said the school plans to enroll a diverse group of students, including low-income students, and has formed a partnership with the Boys and Girls Club. He said a charter school administrator must perform many roles, and the legislation allows flexibility to hire for a school's niche.

**Rob Winslow**, executive director of the Idaho Association of School Administrators, spoke **in opposition to H 566**. He said members have concerns about charter schools having different policies than traditional schools, and the legislation would be beneficial to traditional schools too. State certification of school administrators requires classes in instructional leadership, teacher evaluation, student and staff legal issues, school finance, special education programs, community engagement, school safety, and school culture, and require a 250-hour internship.

**Chairman VanOrden** turned the gavel over to **Vice Chairman McDonald**.

In response to questions from the committee, **Mr. Winslow** said the thinking behind the four-year teaching experience requirement is that, before someone manages a school, that person should have experience teaching in a school. Administrators also need to understand student rights and school safety legal issues as related to issues such as search and seizure, said Mr. Winslow, as well as issues regarding religion and staffing.

**Vice Chairman McDonald** turned the gavel over to **Chairman VanOrden**.

In response to questions from the committee, **Mr. Winslow** said the Association is not against providing more flexibility for charter schools, but it is concerned about state funding being provided for administrators without the state-mandated requirements for traditional schools. He said a good leader should be able to learn in many contexts, but he would also like to see state funding be flexible for small, rural districts. Idaho already has an alternative path to certification for administrators from other states, he added. School experience does not have to be teaching, said Mr. Winslow, but the difficulty is with administrators from other states.

**MOTION:** **Rep. McDonald** made a motion to **HOLD H 566** until time certain, Thursday, February 22, 2018. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:05 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1  
HOUSE EDUCATION COMMITTEE  
9:00 A.M.  
Room WW02  
Tuesday, February 20, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS26205</u></a>	Public School Funding Formula Committee	Rep. Horman
	Kerby Subcommittee Report and Recommendations	Rep. Kerby
	Mendive Subcommittee Report and Recommendations	Rep. Mendive
	Syme Subcommittee Report and Recommendations	Rep. Syme
	Funding and Accountability: A View from School Board Members	Jim Stoor, Idaho School Boards Association President

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
 Vice Chairman McDonald      Rep Cheatham  
 Rep Shepherd      Rep Amador  
 Rep Boyle      Rep DeMordaunt  
 Rep Clow      Rep Moon  
 Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 20, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room WW02

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

**Chairman VanOrden** called the meeting to order at 9:03 a.m.

**RS 26205:** **Rep. Horman** spoke to **RS 26205**. She explained a legislative interim committee has been studying school funding formula options for two years. The committee recommends moving away from resource-allocated funding to a student-based model, and the changes the resolution calls for will be studied by the interim committee. The estimated cost is \$400,000. However, the committee only spent \$25,000 last year, so no new funds are needed.

In response to questions from the committee, **Rep. Horman** said the committee would bring forward its recommendations to the legislature during the 2019 Legislative Session. Many states have already moved to a weighting system for various populations of students who need more funding, she said. There would be a collapsing of line items to make a base amount per student and recommendations of which populations need more resources for weighted funding. Transportation, facilities and technology would not be included, said Rep. Horman. Funding will go to the schools where the students are enrolled.

In response to questions from the committee, **Rep. Horman** said the committee reviewed studies of the advantages of the model. Evidence shows that granting additional flexibility can result in decisions made at the local level having more positive outcomes for students. The committee discussed how the model can alleviate the use of supplemental levies. However, the statutes regarding supplemental levies are separate from the school funding formula, she added. There was unanimous agreement to move to a student-centered model, based on enrollment, said Rep. Horman.

**MOTION:** **Rep. McCrostie** made a motion to introduce **RS 26205**. **Motion carried by voice vote.**

**MOTION:** **Rep. Amador** made a motion to accept the recommendations from the Rep. Kerby Subcommittee on administrative rules. **Motion carried by voice vote.**

**MOTION:** **Rep. Amador** made a motion to accept the recommendations from the Rep. Mendive Subcommittee on administrative rules. **Motion carried by voice vote.**

**MOTION:** **Rep. Mendive** made a motion to accept the recommendations from the Rep. Syme Subcommittee on administrative rules. **Motion carried by voice vote.**

**Jim Stoor**, president of the Idaho School Boards Association, spoke on public school funding and accountability. He thanked the legislature for all they did during the recession to fund education, for funding the career ladder, and for additional funding for literacy intervention. He said he understood additional accountability comes with additional funding, and the schools work hard to provide it. Mr. Stoor said he is concerned about the effects RS 26205 could have on supplemental levies, and he felt the legislation is a bill to cut taxes.

In response to questions from the committee, **Mr. Stoor** said Soda Springs has passed levies since 1994. The legislation will have an immediate effect on the Soda Springs School District.

In response to questions from the committee, **Karen Echevarria**, executive director of the Idaho School Board Association, said the ISBA participated in meetings, waiting for the approval of the ESSA Plan before moving forward. The plan was just approved, she said. Now that the ESSA has been approved, the State Department of Education will send it to school districts. Ms. Echevarria said when the first goals were set, they were not achievable. The new goals are achievable, but they will be difficult, she added.

In response to questions from the committee, **Mr. Stoor** said the measurement for whether or not the leadership premiums are helping student achievement is seen in what the staff does daily in the classroom, such as partner-teaching at a grade level and giving extra help to struggling students. Another measurement is the GPA of the seniors, he added. Mr. Stoor said the Association has not sent out teacher surveys.

**Nancy Gregory**, Boise School District Board of Trustees, said Boise began focusing on the Idaho Core Standards a few years ago. Results are not immediate, which is frustrating, but teacher support is important, and the increase in scores are seen later. The STAR Testing System gives interim data, which shows student achievement, she added. Teachers selected to score the Direct Writing Assessment know better what and how they need to teach. The Boise School District does not give a teacher survey, said Ms. Gregory, but the 98% approval of the district master contract is a strong indication of teacher morale.

In response to questions from the committee, **Ms. Gregory** said having the resources to attract and retain teachers has a higher priority than money to provide interim assessments. Small and medium school districts have difficulty with this, she added.

**Scott Tverdy**, Buhl School Board, said the costs of interim assessments was a concern. As money was put back in the school budget by the legislature over the years, and as the community supported the levies, the districts has had some money for interim assessments, he said. The data helps drive decisions, and the use of technology improves the turn-around time, he added. He said he thinks the ISBA should make training about using assessments a priority. However, some teachers feel the current system is punitive. A student who is two grades behind could improve performance significantly, but not enough, he added. In response to questions from the committee, Mr. Tverdy said he would like school districts to be allowed flexibility and to demonstrate growth, in order to build trust.

**Starr Olsen**, Dietrich School Board, said one of the differences in training is that teachers are now talking about student growth and achievement. With additional funding, the district can now focus on teacher training and data-driving decisions, and the district is seeing changes in scores.

**Mandy Simpson**, Nampa School Board, said the Nampa School District is closing the gap for overall graduation rates and graduation rates of English Language Learners. The Board has done training on how to use the data, and teachers are creating benchmarks for common formative assessments. The Board takes staff comments on how to improve the process seriously, she added. In response to questions from the committee, Ms. Simpson said three schools in the Nampa School District are using mastery-based education, and the teachers and students love the model. The Board will look at increasing the number of mastery-based education schools in the district.

**Jacque Cranor**, Pocatello School District, spoke to three successes in the district, including the use of visible learning, a secondary school committee to address failing students each month and work on a plan with parents, and changing the practice of having paraprofessionals working with the struggling students while teachers work with the other students to having teachers work with the struggling students.

**Ellen Mandeville**, Blaine School Board, said 89% of the high school students are completing at least one AP or dual credit class, and the graduation rate has increased each year. **Mike Vuittonet**, West Ada School Board, said the funding for dual credit, concurrent credit and AP test funding has had a profound effect on increasing the number of post-secondary credits high school students complete. The district also saw gains in early literacy, and the counseling funding has helped get the message out to parents. Many students at Renaissance graduated with an associate's degree, he added. Families need to know the value of post-secondary education, said Mr. Vuittonet, and West Ada has been reaching out to families to convey those opportunities. The district is seeing a culture shift for students who did not plan on pursuing post-secondary education, he added.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:27 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Wednesday, February 21, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS26003</a>	Higher Education, Freedom of Speech	Rep. McCrostie
	Mastery Education	Sherri Ybarra, Superintendent of Public Instruction, State Department of Education
<a href="#">H 589</a>	Mastery-based Education	Duncan Robb, State Department of Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, February 21, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** None

**GUESTS:** Valerie Hershey, Middleton Academy; Rachel Lightfoot, Nampa School District; Gina White, Stephanie Thomas, Nampa School District - Greenhurst; Sue Wigdorski, Idaho Education Association; Roger Brown, Boise State University; Clark Corbin, Idaho Education News

**Chairman VanOrden** called the meeting to order at 8:03 a.m.

**RS 26003:** **Rep. McCrostie** spoke to **RS 26003**. He said the legislation addresses First Amendment Free Speech Rights on post-secondary campuses. Attorney General **Jeff Sessions** accused Boise State University of infringing on free speech rights to avoid controversy, said Rep. McCrostie, and BSU spent over a year revising its free speech policy with the Idaho Freedom Foundation and the ACLU. The legislation ensures rights are protected on post-secondary education campuses, he added.

**MOTION:** **Rep. Kerby** made a motion to introduce **RS 26003**. **Motion carried by voice vote.**

**Sherri Ybarra**, Superintendent of Public Instruction, introduced **Kelly Brady**, the director of mastery education. Superintendent Ybarra said she believes this is the right path to achieve personalized learning in Idaho. The system caters to students' individual needs and challenges them to think for themselves, said Superintendent Ybarra. Students only move on to new concepts and skills when they demonstrate mastery of the previous concepts and skills. This model looks different in each school, she added. Diplomas will truly represent that graduates have the skills to succeed. Idaho is getting national attention for its implementation of mastery-based learning, said Superintendent Ybarra, and two states have mirrored Idaho's legislation.

**Kelly Brady** introduced **Karla Phillips**, policy director for the Foundation for Excellence in Education. Ms. Brady said the foundation's role is to help each state create its own path and remove obstacles. She said most students believe they are ready for college, but many find they need re-mediation when they begin college. Most students believe they are reading at grade level, but only 34% are. She said Idaho is leading the way with mastery model incubators. She said voters are more comfortable with the term mastery than with the term competency, and with incubator rather than pilot project. Ms. Brady said the State Department of Education is doing a good job of balancing state support with local support. Communication and outreach should be a priority. It is very important in the early legislation, she added.

**Ms. Brady** said the Department has learned many lessons. People's perceptions are one of the biggest barriers, said Ms. Brady, because people expect education to be the same as it always has been, and because they expect students to graduate from high school in four years. Because of this, some schools have to translate the mastery-based model back to the traditional model.

In response to questions from the committee, **Ms. Phillips** said she thinks the Idaho Legislature and State Department of Education have shown outstanding leadership, and this is why Idaho is so far ahead of other states. However, if a local district has not bought in to the idea, it will come up with reasons it can't implement the mastery model, she added. Ms. Phillips said there is not much flexibility in federal law for standardized testing, and there is no good way to move away from grade-level measurements. However, the data from the tests is still important. In response to questions from the committee, Ms. Phillips said all incubator schools were required to include all demographics of students in the pilot project. Idaho statute requires mastery of skills and is moving away from seat time to mastery, she added. States are being encouraged to offer tests on demand, she said, and the states should introduce this during the next round of negotiations with the testing agencies. Changing the school funding formula from seat time to enrollment will be one step in supporting mastery education, she added. Schools need the flexibility to re-define a credit hour, said Ms. Phillips. In the past, seat time was used to calculate credits. With the new model, credits would be earned with mastery of content and skills.

**Ms. Brady** introduced **Christine McMillan**, principal of Middleton Academy. Ms. McMillan said the school was accepted into the incubator program two years ago and received fantastic support from the State Department of Education. She outlined the steps the school followed to implement the mastery-based education model. Ms. McMillan spoke about the school's successes, challenges, partnerships and possibilities. She said the model of education raised grades and decreased discipline problems. In response to questions from the committee, **Wayne Ross**, ELA teacher, said when students see the rewards of the system they get past the initial resistance. The system sets students up for success, he added.

**Gina White**, principal of Greenhurst Elementary School in the Nampa School District, spoke about the school's experiences as an incubator school. She said what she loves about the model is it creates an individualized learning plan for each student. The staff is excited about the process, and it builds community, she added. By blending grade levels, students are achieving mastery of skills rather than just being passed on to the next grade, said Ms. White.

In response to questions from the committee, **Stephanie Thomas**, fifth-grade teacher, said students are working in four or five different modules in math. One way instruction has changed, said Ms. Thomas, is teachers do more partner teaching in blended classrooms. All teachers support the model, because they see how excited the students are, she added. One frustration is the school and teachers still have traditional time constraints, said Ms. Thomas.

In response to questions from the committee, **Ms. White** said the teachers are viewed as teachers of a set of standards, not of a grade level, and students do not dislike the system. How the model is presented to students and parents is important, she added. The average class size is twenty-five students per class. The school utilizes parent volunteers for small groups within the class. Ms. White said every student has an individual plan to help that student be successful. Parents are involved most of the time with struggling students, she added. One of the things that helped was the school was already doing standards-based grading, and the parents are happy students are gaining mastery, not being pushed on to the next grade, said Ms. White. One of the concerns is that the elementary school is the only school using a mastery-based education model, and some of the fifth-graders are performing at sixth-grade and seventh-grade levels. The middle school uses a traditional system. Another concern is standardized testing times. They do not line up with the mastery model, and Just-in-time Testing would work better with the model, she added.

In response to questions from the committee, **Ms. Thomas** said most students look at re-testing as an opportunity for growth. The tickets the school uses empower students and pinpoint which concepts they need to learn, she added. Some students are reluctant, but the way the school has set it up is not threatening, said Ms. Thomas.

In response to questions from the committee, **Ms. White** said the Mastery Connect Program helps group students by which ones are struggling with a concept. By doing the re-teaching, students are able to master concepts and move on.

In response to questions from the committee, **Ms. Brady** said Meridian Technical Charter School has 200 students in grades nine through twelve. **Cory Olson**, Columbia High School, said Columbia has 1300 students, and it is only the ninth-grade cohort which is doing the mastery-education model as a STEM Academy within the school. Mr. Olson said he believes the mastery-based education model can work in a comprehensive environment. There was resistance from students at first, but students eventually embrace the system, he added.

In response to questions from the committee, **Ryan Bandecourt**, Columbia High School, said the school uses a block schedule, where A days are mastery-based classes, and B days are traditional classes. The school uses a teacher-mentor system, rather than teacher as lecturer system. The feedback from students is diverse, said Mr. Bandecourt, with some students resisting the model, and others loving it. **Ms. Brady** said the focus group has gone to all the incubator schools to meet with parents, students, and school staff. The Department believes the model is the foundation for personalized learning.

**H 589:**

**Duncan Robb**, State Department of Education, spoke to **H 589**. He said this bill allows more schools to participate in mastery-based education, and it changes Idaho Code from reflecting an incubator stage of mastery education to a state-wide transition to mastery education. The biggest change is the addition of an advisory board to give recommendations to the State Board of Education, said Mr. Robb. There are few policy barriers, he said, but many of the barriers perceived are cultural. The Department hopes to gather knowledge about what it looks like, in professional development, for example, so it can inform other schools. Subsection three codifies the Mastery Education Network, as it currently operates. Subsection four changes Idaho Code to move from the incubator stage to a state-wide transition to mastery-based education. Subsection 4c addresses how schools receiving funds for mastery may use them. This codifies what the Department has learned about the model best practices. The Department will be able to take what it has learned and share that information with other schools, said Mr. Robb. Section six is a new section which clarifies how a district can begin to use the model without using state funds, and section seven distinguishes between the schools receiving funds and those which don't.

In response to questions from the committee, **Mr. Robb** said that what the incubator schools said they needed had some influence on their funding. Some of the funds were used to hire more paraprofessional staff, but there is no indication the model will need more educators, he said. Most states have not appropriated additional funding to implement the model, said Mr. Robb. One thing Idaho has done well is have a design and planning year, but the model will look different in each school, he added. The K-12 Task Force wants to implement mastery-based education state wide, and it is designing resources for schools which want to participate. However, the Department is not interested in forcing any district to use the model, said Mr. Robb.

In response to questions from the committee, **Mr. Robb** said the intent of the language about the advisory board is to limit the Board to twelve members, one from each member of the twelve stakeholder groups. During the incubator school phase, only in some cases was every school in the district in the incubator group, said Mr. Robb. None of the schools feel comfortable forgoing the additional funds yet, said Mr. Robb, but the decision to strike the number is that this will be determined by the funds available, not on statute.

**MOTION:** **Rep. Kerby** made a motion to send **H 589** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Robb** said schools can still benefit from participation in the Mastery Network, even if they do not need funding. The current incubators will not lose funding based on this legislation, he added. The State Department of Education collects data on how the incubator schools are using the funding. **Ms. Brady** said all the incubator schools have to submit requests to the grant system to receive their additional funding. The student management system and the curriculum insure goals are being met, she added.

**SUBSTITUTE MOTION:** **Rep. McDonald** made a substitute motion to **HOLD H 589** to time certain, February 27, 2018

**Rep. DeMordaunt** spoke against the substitute motion.

**SUBSTITUTE MOTION WITHDRAWN:** **Rep. McDonald** withdrew his substitute motion to **HOLD H 589** to time certain.

**VOTE ON MOTION:** **Motion carried by voice vote.** Rep. Kerby will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:58 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #2  
HOUSE EDUCATION COMMITTEE  
8:00 A.M.  
Room EW41  
Thursday, February 22, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Blue Ribbon School Award - Horseshoe Bend School District	Dennis Chesnut, Superintendent, Horseshoe Bend School District
	K-3 Literacy and Parental Involvement	Cora Larson, Elementary Lead Teacher, Horseshoe Bend
		Matthew Weyer, Policy Specialist, National Conference of State Legislatures
<a href="#"><u>H 566</u></a>	Charter School Administrator Certification	Rep. Boyle

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
 Vice Chairman McDonald      Rep Cheatham  
 Rep Shepherd      Rep Amador  
 Rep Boyle      Rep DeMordaunt  
 Rep Clow      Rep Moon  
 Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 22, 2018  
**TIME:** 8:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Dennis Chesnut, Horseshoe Bend School District; Bill Ruseel, North Star Charter School; Teresa Harper, Association of Charter School Leaders; Harold Ott, Rural Schools and Idaho Association of School Administrators; Kari Overall, Idaho Education Association; Emily McClure, Idaho Charter School Network

**Chairman VanOrden** called the meeting to order at 8:02 a.m.

**Matthew Weyer**, National Conference of State Legislatures, spoke on the research about K-3 Literacy and parental involvement. He said parental involvement contributes to school readiness, social and emotional growth, reduced behavioral problems, academic success and positive attitudes towards school. He gave examples of community school model legislation in several states, as well as legislation regarding English Language Learner Programs.

**Mr. Weyer** said some states are using two-generation strategies to combat inter-generational poverty. He addressed the ESSA state plan requirements for report cards and school climate, and gave examples of legislation from other states which increase parental involvement. Mr. Weyer addressed K-3 literacy research and IRI results by demographics. NCSL recommends literacy strategies which include preventive approaches such as early screening and intervention, targeted professional development and teacher coaches, communication with the family, and after-school support. He cited several legislative examples from other states.

In response to questions from the committee, **Mr. Weyer** said native language proficiency aids literacy education for every language learned afterwards. The \$10,700 cost of retention estimate is for a one-time retention, said Mr. Weyer. Mr. Weyer said some pediatricians include literacy questions as part of a normal well-child checkup. Regarding the research which showed students who fail a grade are less likely to graduate, Mr. Weyer said the social stigma and other issues involved in retention may affect a student's likelihood to graduate. Most states only hold back a small percentage of students, he added. If a student is struggling in more than one school subject, then retention is best. Mr. Weyer said Idaho's K-3 literacy assessment screening diagnostic, the IRI, is a step ahead of many states.

**Dennis Chesnut**, Horseshoe Bend School District Superintendent, introduced **Cora Larson**, Elementary School Principal. Ms. Larson explained what the school did to go from being rated a two-star school four years ago to winning the Blue Ribbon School Award. The school received support from the State Department of Education, said Ms. Larson, and it made several changes. The school started to use data to drive decisions, had high expectations for all students, implemented bell-to-bell teaching, provided daily interventions in reading and math, made action plans with parents as partners, and set goals. She said if the community buys in to the school programs, change can happen quickly.

**Mr. Chesnut** said that the district learned assessments are valuable, but only if the data is used effectively. The district also learned the school can be a hub of resources, and it is exploring this with after-school programs. The challenges the district is experiencing is declining enrollment, teacher shortages, and an increase in poverty and lack of resources to help struggling families. Mr. Chesnut said the district received a lot of congratulations from other districts, but nobody asked what the school district did to effect the changes. He said communication between school districts, and sharing best practices, needs to be improved.

**H 566:**

**Rep. Boyle** spoke to **H 566**. She said the bill creates an optional alternative method of certification for charter school administrators. Charter schools are designed to be innovators and incubators of new ideas, she said, and the legislation allows charter schools to hire people with the skills needed for their specific needs.

**Harold Ott**, Idaho Rural School Administrators, spoke **in opposition** to **H 566**. He said Idaho already has an alternate route available to obtain an administrator certificate, and he felt the requirements for certification in the legislation are not rigorous enough. In response to questions from the committee, Mr. Ott said an administrator needs many types of skills. The input he has received from a few charter school administrators in the IASA was that they did not support **H 566**. Although there are many ways to obtain the knowledge needed to be an administrator, said Mr. Ott, those are not addressed in **H 566**. Skills such as finance and team building are not addressed in the bill, said Mr. Ott.

**Kari Overall**, Idaho Education Association, spoke **in opposition** to **H 566**. She said Idaho students deserve full-qualified administrators trained and qualified to lead a school, and the climate of a school is determined by the administrators. In response to questions from the committee, Ms. Overall said the Idaho Education Association has charter school members, and the administrators had gone through the process for an Idaho administrator certificate. In response to questions from the committee, Ms. Overall said the bill is unnecessary, because Idaho already has a method for administrators from out of state to be certified, and charter schools should not have a different certification system than traditional public schools.

**Bill Russell**, North Star Charter School Board Chairman, spoke **in support** of **H 566**. He said charter schools have unique financial concerns, and most university-trained administrators do not have the training to deal with them. He cited examples from the history of North Star Charter School and said the school would have had more options if the bill had been in place. In response to questions from the committee, Mr. Russell said if a school does not have the necessary academic support, the Idaho Charter School Commission will enforce corrections. Charter schools have different needs than traditional schools, such as financial challenges and reviews by the Commission, he added. The charter school boards will choose the best person from the applicants, and when more criteria is added to the bill, it limits the flexibility, said Mr. Russell. Each school has different needs, he added.

**MOTION:**

**Rep. Moon** made a motion to send **H 566** to the floor with a **DO PASS** recommendation.

**Rep. DeMordaunt** spoke **in support** of **H 566**. She said the bill is about parental choice, and parents can choose another school if they are not happy with the school.

**Rep. Syme** spoke **in opposition** to **H 566**. He said the standards for an administrator certificate should be the same for charter and traditional public schools.

**Rep. Amador** spoke **in opposition** to **H 566**. He said there are administrators in traditional public schools currently going through the alternate route for administrator certification, and perhaps it would be better to fix the current alternate path to certification.

**Rep. Toone** spoke in opposition to **H 566**. She said changing the process for charter schools and not for traditional schools affects people's perceptions, because both are struggling. The state's use of money has to be uniform, she added.

**Rep. McCrostie** spoke in opposition to **H 566**. He said he thinks there is a better answer.

**Chairman VanOrden** spoke in support of **H 566**. She said she is familiar with the reviews charter schools go through, and there are already checks and balances in charter school legislation, such as the performance certificates.

**VOTE ON  
MOTION:**

**Rep. McDonald** called the question. **Rep. McCrostie** requested a roll call vote on **H 566**. **Motion carried by a vote of 9 AYE and 6 NAY. Voting in favor** of the motion: **Reps. VanOrden, McDonald, Shepherd, Boyle, Mendive, Cheatham, DeMordaunt, Moon, Ehardt. Voting in opposition to the motion: Reps. Kerby, Amador, Syme, Tway, McCrostie, Toone. Rep. Clow** was absent/excused. **Rep. Boyle** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:03 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Friday, February 23, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS25814</a>	High School, Apprenticeship	Rep. Horman
<a href="#">RS26179</a>	Rural Education Support Networks	Duncan Robb, State Department of Education
<a href="#">RS26196</a>	Higher Education, Residency Requirements	Rep. Horman
<a href="#">RS26218</a>	Educational Support Program Funding	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#">RS26225</a>	Education, Representation Cards	Rep. VanOrden
<a href="#">RS26229</a>	Education, Suicide Prevention	Rep. Troy
	Higher Education Budget: Legislative Services Office Presentation	Janet Jessup, Budget and Policy Analyst, LSO
<a href="#">H 590</a>	Guided Education Management Act	Rep. VanOrden

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, February 23, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) Boyle, DeMordaunt, Moon

**GUESTS:** The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

**Chairman VanOrden** called the meeting to order at 8:13 a.m.

**UNANIMOUS  
CONSENT  
REQUEST:** **Chairman VanOrden** made a unanimous consent request to introduce **RS 25814, RS 26179, RS 26196, and RS 26218**. There being no objection, the request was granted.

**Chairman VanOrden** turned over the gavel to **Vice Chairman McDonald**.

**RS 26225:** **Rep. VanOrden** spoke to **RS 26225**. She said the legislation requires local education organizations to update membership records every two years. Idaho Code requires local education organizations to show they represent 50% plus one of the district employees to engage in collective bargaining, but there is nothing in Idaho Code for how long that figure may be used without updating the information. In response to questions from the committee, Rep. VanOrden said most organizations use cards, and members must fill them out every two years, but not all districts do this.

**MOTION:** **Rep. Clow** made a motion to introduce **RS 26225**. **Motion carried by voice vote.**  
**Vice Chairman McDonald** turned over the gavel to **Chairman VanOrden**.

**RS 26229:** **Rep. Troy**, District 5, spoke to **RS 26229**. She said the legislation requires a minimum level of suicide prevention training to school personnel. The Health and Welfare Suicide Prevention Program is doing many programs across the state, she added. In response to questions from the committee, Rep. Troy said there is lots of training which is free to school districts.

**MOTION:** **Rep. McCrostie** made a motion to introduce **RS 26229**.

In response to questions from the committee, **Rep. Troy** said the local school district will decide how to include the training. She said she thinks the State Department is planning to provide packages of training available to districts on suicide prevention and on bullying.

**VOTE ON  
MOTION:** **Motion carried by voice vote.**

**Janet Jessup**, Legislative Services Office, gave a historical summary of the State Board of Education Appropriations. She gave a comparative summary for all of the State Board of Education Programs, including colleges and universities. She pointed out the transfer of money from the East Idaho Technical College to the College of Eastern Idaho, when EITC was dissolved with the creation of CEI. **Chairman VanOrden** encouraged the committee to look at the budgets for higher education.

**H 590:**

**Rep. Vander Woude** spoke to **H 590**. He said the bill creates a framework for overseeing scholarship granting organizations (SGO) which can give scholarships from private donations to students in private schools. The legislation targets four populations of students: low-income, at-risk, special education, and children of members of the military. He said the legislation was written to prevent leaving behind the most disadvantaged youth in the country, and to give parents choices of schools for their children.

In response to questions from the committee, **Rep. Vander Woude** said this legislation would be another tool to solve the problems being addressed by the school funding committee. Although private schools do not accept funds for free and reduced lunch or for special needs students from the federal government, parents can make the decision about whether or not the schools can provide the resources they need.

**Blake Youde**, Youde LLC, spoke **in support of H 590**. He said the bill addresses the needs of youth with the most need. He described what each section of H 590 does. The intent of Section 63-05, authorizing the Office of the State Board of Education (OSBE) to oversee the process and reports of the SGOs, and requiring the SGOs to have a minimum operating budget of one million dollars, is to make sure the organization is stable. The SGO pays the educational expenses on behalf of the recipient, similar to the Idaho Opportunity Scholarship, said Mr. Youde. For the vast majority of students, public school has been a good option. The scholarship is for students for whom public school is not a good option, said Mr. Youde. Fifteen million dollars in scholarships will only pay for 2,200 students, which is less than one percent of students in Idaho, he added.

In response to questions from the committee, **Mr. Youde** said there are 110 private schools registered in the state of Idaho. It is not the intention of the legislation to have a student removed from the program, said Mr. Youde, and special education students can be in the program until age twenty-one. Mr. Youde said the federal changes to the rules governing education accounts does not affect the populations targeted with **H 590**, because people who use 529 accounts have a sizeable income. Mr. Youde said there is currently a state tax credit for donations to non-profit organizations already in Code. **H 590** provides an education mechanism to give scholarships to under-served populations.

In response to questions from the committee, **Rep. Vander Woude** said the Attorney General feels **H 590** falls within the scope of the Idaho Constitution. He said he is not sure what the courts decided when different schools tried to charge charter schools for sports.

In response to questions from the committee, **Mr. Youde** said no general fund dollars will be used to fund the scholarships. He said it was not his intention to leave out religion and gender in the clause on discrimination. Mr. Youde said transportation is one of the costs which can be reimbursed by the scholarship funds. If the institution does not provide transportation, ten percent can be used for transportation.

**Jenny Gallegos -Nolley** spoke **in support of H 590**, citing her experience with a special needs child in private school.

**Daniel Burbank** spoke **in opposition** to **H 590**, saying it would have a negative impact on the charter school movement. In response to questions from the committee, Mr. Burbank said a better way to provide education for the student demographics addressed in the bill is to fund transportation to charter schools and give those demographics better access to school lotteries.

**Jim Reed** spoke **in support** of **H 590**, saying it will create one more education opportunity to address problems and varied learning needs.

**MOTION:** **Rep. McDonald** made a motion to **HOLD H 590** to time certain, February 28, 2018. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:00 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1  
HOUSE EDUCATION COMMITTEE  
9:00 A.M.  
Room EW42  
Monday, February 26, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS26240</a>	Higher Education, Residency Requirements	Rep. Horman
<a href="#">RS26237</a>	Education, Representation Status	Rep. VanOrden
<a href="#">H 580</a>	Education, Session Law Repeal	Rep. Van Orden
<a href="#">H 503</a>	Education, Career Ladder	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#">H 443</a>	School Districts, Firearms Education	Rep. Nate
	<b>Scheduled for Remote Testimony: H 580, H 503, H 443</b>	
	*To register to testify at a remote location, please go to legislature.idaho.gov and click on the "Sign-Up" link.	

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 26, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW42

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** None

**GUESTS:** Karen Echeverria, Idaho School Boards Association; Harold Ott, Idaho Rural School Administrators; Gidion Tolmon, Division of Financial Management

**Chairman VanOrden** called the meeting to order at 9:05 a.m.

**UNANIMOUS  
CONSENT  
REQUEST:** **Chairman VanOrden** made a unanimous consent request to introduce **RS 26240**, the new RS number for **RS 26196**. There being no objection, the request was granted.

**RS 26237:** **Chairman VanOrden** said **RS 26237** was pulled from the agenda at the request of the sponsor.

**Chairman VanOrden** turned the gavel over to **Vice Chairman McDonald**.

**H 580:** **Rep. VanOrden** spoke to **H 580**. She said the bill removes the sunset clause on a section of Idaho Code written a few years ago. She introduced **Karen Echeverria**.

**Karen Echeverria**, Idaho School Boards Association, spoke **in support** of **H 580**. She said the bill removes the sunset clause on legislation which allows spouses of school board members to be hired in certain circumstances. The legislation was passed in 2014 as **H 568**. The ISBA heard from rural school districts about the difficulty they have attracting and retaining qualified applicants, and the legislation has been helpful to them, said Ms. Echeverria. In response to questions from the committee, Ms. Echeverria said there were fewer than ten employees in the state falling under this provision.

**Jamie Holyoak**, Grace School District, and **James Robinson** spoke **in support** of **H 580**. They said it is vital to small school districts to have the sunset clauses on this legislation removed, because small, rural districts have difficulty getting qualified applicants in their school district. In response to questions from the committee, Mr. Holyoak said the employees in the Grace School District affected by this legislation are not in certified positions, so they do not participate in negotiations. The law says spouses in certified positions cannot participate in negotiations.

In response to questions from the committee, **Elizabeth Bowen**, Legislative Services Office, said **H 580** repeals the sunset clause on the section of Idaho Code written in 2014. Removing the sunset clause allows the law to remain in effect.

**MOTION:** **Rep. Cheatham** made a motion to send **H 580** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.

**Vice Chairman McDonald** turned the gavel over to **Chairman VanOrden**

**H 503:** **Duncan Robb**, State Department of Education, spoke to **H 503**. He said the request to be able to place physical therapists and occupational therapists working in schools on the career ladder came from the schools. The administrative rule in **Docket No. 08-0202-1701** gives these employees a method of obtaining certification, and **H 503** allows them to be placed on a rung higher than the first year rung, if they have been working in the school district for many years. All experience from the first year they held a therapist license and worked in a school will be counted. Neither the professional organizations nor the school districts have concerns, he added.

**Rep. Kerby** commented that the subcommittee which reviewed **Docket No. 08-0202-1701** asked that districts be able to be reimbursed for these positions.

**MOTION:** **Rep. Kerby** made a motion to send **H 503** to the floor with a **DO PASS** recommendation. **Rep. Kerby** will sponsor the bill on the floor.

**Mr. Robb** said the language is taken directly from Section 10-01 (a) which is already in statute. In response to questions from the committee, Mr. Robb said **H 503** would not apply to contracted employees. Mr. Robb said approximately fifty employees in the state will be affected by the bill, which is why the Fiscal Note states there will be no or negligible impact to the General Fund. For individual school districts, there may be an impact to their budgets, he said. Speech therapists can already receive a pupil services certificate which places them on the career ladder, said Mr. Robb.

**VOTE ON MOTION:**

**Motion carried by voice vote.**

**H 443:** **Rep. Nate** spoke to **H 443**. He gave examples and statistics of accidental shootings involving minors. At least twelve states allow for gun safety to be taught in schools, he said. **H 443** does not mandate schools to teach firearms safety, said Rep. Nate. It encourages school boards to include classes. Over one-third of Americans own guns, and over two-thirds of Idahoans own guns, he added. In response to questions from the committee, Rep. Nate said a resolution does not have the legal, statutory effect of a law which says districts may include firearms safety instruction.

**Stephanie Gifford** and **Dan Roberts** spoke in support of **H 443**, saying it will be valuable for students to learn responsibility and respect around firearms.

**Tana Dace** and **Kathy Dawes** spoke in opposition to **H 443**, saying gun safety is already provided after school through programs like Fish and Game, when parents can be involved.

In response to questions from the committee, **Rep. Nate** said **H 443** does not require schools to provide firearm safety instruction. The bill encourages schools to provide firearm safety instruction, which could replace something else that would be taught. For example, students learn about fire evacuation plans in class, he said. There is no minimum hour requirement in **H 443**, and there are many different ways to offer the instruction, he added.

**MOTION:** Rep. Kerby made a motion to send H 443 to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Reps. McCrostie, Toone and Tway** requested to be recorded as voting **NAY. Rep. Nate** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:12 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #4  
HOUSE EDUCATION COMMITTEE  
8:00 A.M.  
Room EW41  
Tuesday, February 27, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">S 1267aa</a>	Stem Diploma	Senator Nonini
<a href="#">RS26237C1</a>	Education, Employees, Majority	VanOrden
<a href="#">RS26244</a>	Computer Science Courses	Rep. DeMordaunt
<a href="#">H 504</a>	Educator Loan Assistance Program	Rep. Toone
<a href="#">H 634</a>	Education, Suicide Prevention	Rep. Troy
<a href="#">Docket No. 47-0101-1701</a>	Div. of Vocational Rehabilitation Field Service Manual	Traci Bent, Chief Policy and Planning Officer, State Board of Education
<a href="#">S 1294</a>	Cigarette, Tobacco Tax	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#">HCR049</a>	Public School Funding, Committee	Rep. Horman
<a href="#">H 629</a>	High School, Apprenticeship	Rep. Horman
<a href="#">H 631</a>	Higher Education, Residency Requirements	Rep. Horman

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby
Vice Chairman McDonald	Rep Cheatham
Rep Shepherd	Rep Amador
Rep Boyle	Rep DeMordaunt
Rep Clow	Rep Moon
Rep Mendive	Rep Syme

Rep Ehardt
Rep Kloc(Tway)
Rep McCrostie
Rep Toone

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

- DATE:** Tuesday, February 27, 2018
- TIME:** 8:00 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)
- ABSENT/  
EXCUSED:** None
- GUESTS:** Debbie Wilder; Ann Cordum, MD; Mike Keckler, State Board of Education; Rickey Kamimae; Lindsey McKinney; Marianne Stoddard; Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Teresa Pitt, Idaho Division of Vocational Rehabilitation; Duncan Robb, State Department of Education; Erica Compton, Finia Dinn, STEM Action Center; Shannon Decker, Kira Burgess- Elmer, Idaho Suicide Prevention Coalition; Annika Klein; Kent Kunz, Idaho State University; Marilyn Whitney, Governor's Office; Rober Brown, Boise State University; Joe Stegner, University of Idaho
- Chairman VanOrden** called the meeting to order at 8:01 a.m.
- S 1267aa:** **Senator Nonini** spoke to **S 1267aa**. He said the bill creates an alternate, voluntary STEM diploma which can be awarded for high school graduation, to students who have taken four years of science credits, which is more than the state requirements. The purpose of the bill is to help students with college, scholarship and job applications. The emergency clause is so seniors who graduate in 2018 may receive this diploma, before the July 1, 2018 enactment date. If students have met these requirements before their senior year, they do not have to take math their senior year. These students are usually already taking college-level math classes, said Senator Nonini, and this provision allows them to take more science classes. Removing the requirement to take a math class during one's senior year will also work well with the mastery-based education model, he added.
- MOTION:** **Rep. McDonald** made a motion to send **S 1267aa** to the floor with a **DO PASS** recommendation.
- In response to questions from the committee, **Senator Nonini** said the Workforce Development Council was not involved in the drafting of **S 1267aa**, but it supports the bill, because the bill promotes a workforce for the technical jobs in Idaho. Senator Nonini said the North Idaho STEM Academy is in a rural district. Use of this diploma is voluntary, he said, and it is up to the school districts as to if they will implement them or not. The rules about how this will be implemented will be written by the State Board of Education, he added.
- VOTE ON MOTION:** **Motion carried by voice vote. Rep. DeMordaunt** will sponsor the bill on the floor.
- Chairman VanOrden** turned the gavel over to **Vice Chairman McDonald**.
- RS 26237C1:** **Rep. VanOrden** spoke to **RS 26237C1**. She said state law requires local education organizations to prove they represent fifty percent, plus one, of the school certified staff when the local education organization and school district go to negotiations. Law does not currently require membership to be updated, and this legislation requires local education organizations to update proof of representation every two years.

**MOTION:** Rep. McCrostie made a motion to introduce **RS 26237C1**. Motion carried by voice vote.

Vice Chairman McDonald turned the gavel over to Chairman VanOrden.

**RS 26244:** Rep. DeMordaunt spoke to **RS 26244**. She said digital literacy is critical for every student in Idaho, and computer literacy has become a foundational subject. This legislation makes computer science courses accessible as an elective, said Rep. DeMordaunt, and requires school districts to offer at least one computer science course. The course can be offered online or in class, and it can be used to meet one of the math or science credit requirements. The legislation also makes a computer science endorsement available to teachers. The Idaho Digital Learning Academy has many computer science classes, she added.

In response to questions from the committee, Rep. DeMordaunt said the school districts may use any mode of delivery for the class which happens during the school day. She said the objective is to have a computer science class available in every high school as an elective.

**MOTION:** Rep. Amador made a motion to introduce **RS 26244**. Motion carried by voice vote.

**H 504:** Rep. Toone spoke to **H 504**. She said the bill creates another tool to help Idaho achieve its Go On Rate Goal of 60%. Three out of four schools in Idaho are classified as rural schools, and only one-half of students who graduate from rural schools go on to college. Many rural schools may start the first day of school with no teachers, she added. Twelve states have teacher loan forgiveness programs, said Rep. Toone. **H 504** gives teachers \$3,000 a year towards their loans while working in rural communities, up to four years. Teachers who are not supported will leave within five years, she added.

In response to questions from the committee, Rep. Toone said the loan forgiveness is available to teachers who have been teaching but still have loans. The reason for the full-time employee in the fiscal note is that it will take a while for the Board to get the information to districts, she said. The State Board of Education created a rubric for the loan which recognizes unfilled positions, she added. Rep. Toone said Idaho lost 1,500 teachers last year. Some left for retirement or to work out of the state, and some was due to attrition. She said she did not know the rate of retirement.

**H 504** caps at five hundred recipients per year, for a fiscal impact of \$1.5 million each year. Rep. Toone said the Division of Career Technical Education is offering certification and paying for it. If the status of the school changes, and it is no longer considered economically disadvantaged or rural, the teacher may lose the ability to apply for the loan forgiveness, said Rep. Toone.

**MOTION:** Rep. Kerby made a motion to send **H 504** to the floor with a **DO PASS** recommendation.

Rep. Kerby spoke in support of **H 504**. He said Idaho has a crisis, with rural districts having difficulty attracting teachers. The salaries in urban areas are higher, and teachers have more access to university classes. He said he looked at **H 504** as a pilot project, and students deserve good teachers in every room in the state of Idaho.

In response to questions from the committee, **Rep. Toone** said school districts in rural areas cannot compete with neighboring states, which have higher starting salaries and signing bonuses. Statistics show that if teachers can be kept in the profession for the first five years, they will stay. At that time, they will have become part of the community and may buy a home in the community, she added. Rep. Toone said there is a severability clause, to protect the state if the economy becomes less strong. She said she heard from several teachers who moved to other states because of their loan forgiveness programs. It may be possible to give preference to teachers already in the program, she said, as the State Board of Education creates the rubric. The positions which are difficult to fill changes with the districts, she added. Rep. Toone said any loan repayment money is subject to federal taxes.

**Rep. Clow** commented that the fiscal note needs to include employment taxes. He also suggested changing "may" to "shall," to make sure the money is used to re-pay the student loans. In response to questions from the committee, **Rep. Toone** said any one on the career ladder may apply for the loan forgiveness program. For example, some schools have a shortage of counselors, she said.

**Rep. Gannon (5)** commented that the medical profession has been doing loan forgiveness programs for a long time, but the hospital has a contract which says the doctor must stay a certain number of years. Rep. Toone said teachers who move to a different school in the district may lose their eligibility, if the new school does not qualify for the program.

**Mike Keckler**, State Board of Education, spoke **in support** of **H 504**. He said recruiting and retaining teachers in rural districts is a problem, and the bill was one of the work group's suggested strategies. The State Board voted to support **H 504**, he added.

**Rickey Kamimae**, Payette School District, spoke **in support** of **H 504**, saying the loan forgiveness would be an incentive to stay in rural areas.

**Lindsey McKinney**, Bruneau-Grand View Joint School District, spoke **in support** of **H 504**, citing the school district's high turnover rate of teachers. In response to questions from the committee, Ms. McKinney said teachers build relationships outside of school in rural areas, and it's difficult to build relationships and trust with the high turnover rate.

**Harold Ott**, Idaho Rural School Administrators Association, spoke **in support** of **H 504**. He said the bill does not ensure Idaho will recruit and retain all the teachers it needs, but it is a powerful tool. Two concerns members have are school funding and recruiting and retaining teachers.

**Duncan Robb**, State Department of Education, spoke in support of **H 504**. He said it shows support from the state and provides another tool to attract and retain teachers. In response to questions from the committee, Mr. Robb said three-fourths of schools in Idaho are categorized as rural, which is approximately three-fourths of 730 schools. Mr. Robb said the program is available to first-year teachers. The professional standards Commission reviews teacher preparation programs. The criteria to qualify as a rural school is to have fewer than twenty students per square mile, and for the county to have less than 25,000 residents,.

**Marianne Sletteland** spoke **in support** of **H 504**, saying her debt burden significantly impacts her life, and she would make more money and have better benefits if she taught in a neighboring state.

**Rep. Mendive** spoke **in opposition** to **H 504**.

**Rep. Toone** said there is a teacher shortage in Idaho, and **H 504** is designed to attract and retain teachers. In response to questions from the committee, **Rep. Toone** said Idaho created loan forgiveness programs for teachers and nurses in the 1990's. However, those programs were phased out during the recession. **Rep. Moon** commented the program could be a burden for taxpayers, and she thought bonuses for difficult-to-fill positions would be a better alternative.

In response to questions from the committee, **Rep. Toone** said the definition for being rural is made at the district level, and the designation of being economically disadvantaged is made at the school level. The intent of the sunset clause of July 1, 2023 is to review the program after five years to determine whether to keep it or not, said **Rep. Toone**. Rural districts employ approximately half of Idaho's 19,000 teachers, she said.

**Rep. McDonald** spoke in opposition to **H 504**, saying he could not support it as written. He said he would need guarantees that the money would go to the lender, and that the teacher would stay after four years. He said funding the next phase of the career ladder and funding master teacher premiums may be a better method of attracting and retaining teachers.

**Rep. DeMordaunt** spoke in opposition to **H 504**. She said her concern was the lack of prioritization of those already in the program. **Rep. Toone** said the priorities are first year teachers, then those who have received the loan assistance before, if there are fewer than 500 applicants.

**SUBSTITUTE MOTION:**

**Rep. DeMordaunt** made a substitute motion to send **H 504** to General Orders.

**Rep. Ehardt** commented she thought paying more bonuses and performance pay made more sense than **H 504**.

**VOTE ON SUBSTITUTE MOTION:**

**Motion carried by voice vote. Rep. Toone** will sponsor the bill on the floor.

**UNANIMOUS CONSENT REQUEST:**

**Chairman VanOrden** made a unanimous consent request to move **Docket No. 47-0101-1701** and **S 1294** to another agenda. There being no objection, the request was granted.

**H 634:**

**Rep. Troy** spoke to **H 634**. The legislature created a suicide prevention program with **H 634** in 2015, she said. **Rep. Troy** cited statistics for suicide in Idaho. **H 634** focuses on training all school staff who have interaction with students, she said. The training can be part of an existing in-service or professional development program. Health and Welfare was asked to approve the training materials.

**Shannon Decker** spoke in support of **H 634**. She said the gatekeeper training is missing in Idaho, and it was determined to be a best practice. It has been implemented in forty-two states, and nineteen states codify it in statute, said **Ms. Decker**.

**MOTION:**

**Rep. Amador** made a motion to send **H 634** to the floor with a **DO PASS** recommendation.

**Rob Winslow** spoke in support of **H 634**, saying suicide is an issue many administrators, teachers and staff deal with, and the bill gives school districts flexibility.

**Annika Kline** spoke in support of **H 634** and spoke of her experiences.

In response to questions from the committee, **Rep. Troy** said she worked closely with stakeholders. Originally, a two-hour training was suggested, but it was determined school districts need more flexibility in how they implement the training.

**Rep. DeMordaunt** spoke in support of the motion, saying she appreciated the section which stated teachers do not take on legal responsibility.

In response to questions from the committee, **Ms. Decker** said asking people if they have thought of suicide does not put the idea into their head, and asking directly is important.

**Ann Cordum** spoke in support of **H 634**. She said early detection is the key to suicide prevention.

**VOTE ON MOTION:**

**Motion carried by voice vote. Rep. Troy** will sponsor the bill on the floor.

**H 629:**

**Rep. Horman** spoke to **H 629**. Due to the way fees are collected for apprenticeships, it can be a hardship for high school students enrolled in CTE classes, she said. In response to questions from the committee, Rep. Horman said one example is students who are enrolled in construction classes.

**MOTION:**

**Rep. Kerby** made a motion to send **H 629** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** Rep. Horman will sponsor the bill on the floor.

**H 631:**

**Rep. Horman** spoke to **H 631**. She said the bill addresses how residency is determined for students in graduate level university classes. Currently, the time a student is enrolled in Idaho in an undergraduate program counts against that student for graduate-level programs in Idaho. The bill allows students who have been in Idaho for undergraduate classes to enroll within thirty-six months in a graduate program. For non-resident students, in-state residency will be granted after residing in Idaho for twelve months, she said. In response to questions from the committee, Rep. Horman said a non-resident student must give up residence in another state.

**MOTION:**

**Rep. Clow** made a motion to send **H 631** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Rep. Horman** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:30 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:00 A.M.  
Room WW02, Lincoln Auditorium  
Wednesday, February 28, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">H 566</a>	Charter School Administrators	Rep. Boyle
<a href="#">H 632</a>	Educational Support Program Funding	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#">H 590</a>	Guided Education Management Act	Rep. Vander Woude

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, February 28, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room WW02, Lincoln Auditorium

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** None

**GUESTS:** The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

**Chairman VanOrden** called the meeting to order at 8:07 a.m.

**MOTION:** **Rep. Moon** made a motion to send **H 566** to the floor with a **DO PASS** recommendation. Roll call vote was requested. **Motion carried by a vote of 10 AYE, 6 NAY. Voting in favor** of the motion: **Reps. VanOrden, McDonald, Shepherd, Boyle, Clow, Mendive, Cheatham, DeMordaunt, Moon, Ehardt. Voting in opposition** to the motion: **Reps. Kerby, Amador, Syme, Gannon (5), McCrostie, Toone. Rep. Boyle** will sponsor the bill on the floor.

**H 632:** **Duncan Robb**, State Department of Education, spoke to **H 632**. He said the bill changes the minimum that school districts can receive per enrolled student from \$140 to \$180 per student, or \$7,000 to \$9,000, whichever is greater.

**MOTION:** **Rep. Kerby** made a motion to send **H 632** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Robb** said there are two parts to **H 632**. One part is enacted prior to the date, and one is enacted after the date, in case JFAC does not increase the appropriation.

**VOTE ON MOTION:** **Motion carried by voice vote. Rep. VanOrden** will sponsor the bill on the floor.

**H 590:** **Will Overgaard**, Weiser School District Superintendent, spoke **in opposition** to **H 590**, citing concerns over private schools' abilities to serve the populations of students addressed.

**LeAnn Villegas**, St. Paul's School, spoke **in support** of **H 590**, citing her experience as the mother of a child with special needs in private school.

**Teresa Fabricius**, Fruitland School District, spoke **in opposition** to **H 590**, saying the bill opens the door to allowing public funds to be used for tax credits in the future.

**Tom Green**, Excellence in Education in Action, spoke **in support** of **H 590**, saying public schools cannot serve all students well.

**James Gilbert**, Mountain Home School District Superintendent, spoke **in opposition to H 590**, concerned the bill would lead to a voucher system, and saying research shows voucher systems are ineffective. In response to questions from the committee, Mr. Gilbert said strengthening the current educational system would address the needs of students who are not being served well by public schools. Mr. Gilbert said the state would not be able to implement the recommendation of the school funding formula task force to change to a student-centered model, if this bill passes.

**Sarah Quilici**, Superintendent of Idaho Catholic Schools, spoke **in support of H 590**, saying she wants all families to have the option to choose what works best for their children. In response to questions from the committee, Ms. Quilici said the Catholic Schools offer scholarships for students. Each school does this differently, she said. Some have set up foundations, like the Bishop Kelly Foundation, but some have not. Ms. Quilici said some schools struggle financially, and there are many demands on funds raised from fundraising. Some schools, approximately fifty percent, provide transportation for students, such as Bishop Kelly, she said. The bill establishes a scholarship organization, which would be the mechanism for funding, she added.

**Rob Winslow**, Idaho Association of School Administrators, spoke **in opposition to H 590**, citing a possible future impact to general funds and concern that private schools are not required to provide services for students in special education. He said public schools must send special education funds set aside for the student to the private school, if the student transfers to the private school. In response to questions from the committee, he said he had not seen many private schools able to address major disabilities.

**Connie Risser**, director of the Idaho Learning Center and Academy, spoke **in support of H 590**, saying it is impossible for one institution to meet the needs of all students, and citing the differences in graduation rates between public and private schools.

**Karen Echeverria**, director of the Idaho School Boards Association, spoke **in opposition to H 590**, saying non-profits which offer scholarships for private schools can already be created, and citing concerns about a tax credit being added later. The tuition at many private schools is very high, and the scholarship won't be enough to help low-income students, she added.

**Matt Freeman**, executive director of the Idaho State Board of Education, spoke **in opposition to H 590**, saying the duties assigned to the State Board of Education in the bill are outside the traditional scope of the OSBE's duties, and citing concerns that the duty of the OSBE to review the annual reports of the SGOs is ambiguous and undefined as written in the bill. He said a decision of the State Board of Education would be difficult to defend, because there is no criteria stated for the reviews. In response to questions from the committee, Mr. Freeman said the State Board of Education is tasked with registering the private degree-granting institutions. However, the Board is not tasked with oversight of the institutions, only registering them. The Board was made aware of the concept of **H 590** prior to Christmas, said Mr. Freeman, and it is similar to an RS which was not introduced last year. If **H 590** gave the Board the authority to create administrative rules to clarify its role in overseeing the SGOs, it could create administrative rules, said Mr. Freeman, but it does not.

**Don Coberly**, Superintendent of the Boise School District, spoke **in opposition to H 590**, saying research shows voucher programs are ineffective or harmful to student outcomes. He said the recent achievements in education, such as the career ladder, leadership stipends, and advanced opportunities, were achieved through a collaboration of stakeholders, and **H 590** has the potential to divide those groups.

**Mike Vuittonet**, West Ada School District Board of Trustees, spoke **in opposition** to **H 590**. He said the sponsor said he would add a tax credit later, and the state constitution specifies a clear divide for use of public funds for private education.

**Rod Gramer**, Idaho Business for Education, spoke **in opposition** to **H 590**. He said that, with limited public funding, there are better ways to invest in proven programs.

**Paul Stark**, counsel for the Idaho Education Association, spoke **in opposition** to **H 590**. He said the Idaho Constitution more firmly establishes the separation of church and state than even the United States Constitution, and adding a tax credit will likely lead to constitutional legal challenges. Idaho Code already allows for tax credits to non-profit organizations, he added.

**Julie Custer**, co-president of the American Association of University Women of Idaho, spoke **in opposition** to **H 590** (See attached testimony).

**Duncan Robb**, Chief Policy Advisor for the Superintendent of Public Instruction, spoke **in opposition** to **H 590**. He said **Superintendent Ybarra** had several concerns. The bill excludes public school students, who could also use assistance with technology and transportation, he said. Also, non-profits with a K-12 education focus already exist and already qualify for a tax credit, said Mr. Robb. He also cited concern a tax credit could reduce funds available for public schools.

**Maria Lorcher**, Idaho Parent Teacher Association, spoke **in opposition** to **H 590**. She said Idaho is largely rural, and rural students do not have the same choices of private schools as urban students. She also cited concern about the future effects on public school funding.

**Cathy Griesmeyer**, American Civil Liberties Union- Idaho, spoke **in opposition** to **H 590**. She said the bill sets the stage for school voucher tax credits, and students who attend private schools on voucher programs perform worse than students in public schools. Requiring the State Board of Education to provide oversight to the program could create constitutional problems, she added. She also cited concerns of private schools' ability to provide disability services.

**Blake Youde**, Education for All Policy Network, spoke **in support** of **H 590**. He said the bill is designed to assist the four groups of disadvantaged youth. One-third of economically-disadvantaged youth perform below proficiency standards, and two-thirds of special needs students score below proficiency standards, he added. The funds for the scholarships will come from private sources, he said, and studies show students achieve when they have school choice. The State Board of Education has oversight of private schools already, he added.

**MOTION:** **Rep. Moon** made a motion to send **H 590** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Youde** said the Scholarship Granting Organizations (SGOs) already qualify for a tax credit on Idaho Taxes.

**Rep. McCrostie** said he did not think a case had been made that **H 590** is the correct way to address the needs of the four student populations.

**SUBSTITUTE MOTION:** **Rep. McCrostie** made a substitute motion to **HOLD H 590** in committee.

**Rep. Vander Woude** said there is a strong need for school choice and opportunities for at-risk and disadvantaged youth. **H 590** gives parents options, and the bill does not create a tax credit, he added.

**Rep. Amador** said the SGOs can already exist in the private market, and he expressed concern about the management of them by the OSBE being an appropriate role for the State Board of Education.

**Rep. Vander Woude** said the ability to raise money is expensive and difficult, and **H 590** creates accountability for the SGOs. In response to questions from the committee, Rep. Vander Woude said the legislation creates a vehicle for the creation of the SGOs.

**Rep. Toone** expressed concern that there are no private schools in many areas of Idaho, and Idaho is responsible for the education of all students.

In response to questions from the committee, **Rep. Vander Woude** said it would be the responsibility of the private schools to follow the ADA requirements.

**VOTE ON  
SUBSTITUTE  
MOTION:**

Roll call vote was requested. Substitute motion to **HOLD H 590** in committee **failed by a vote of 7 AYE, 9 NAY. Voting in favor** of the motion: **Reps. McDonald, Kerby, Amador, Syme, Gannon (5), McCrostie, Toone** **Voting in opposition** to the motion: **Reps. VanOrden, Shepherd, Boyle, Clow, Mendive, Cheatham, DeMordaunt, Moon, Ehardt.**

**VOTE ON  
ORIGINAL  
MOTION:**

Roll call vote was requested. Original motion to send **H 590** to the floor with a **DO PASS** recommendation **carried by a vote of 9 AYE, 7 NAY. Voting in favor** of the motion: **Reps. VanOrden, Shepherd, Boyle, Clow, Mendive, Cheatham, DeMordaunt, Moon, Ehardt. Voting in opposition** to the motion: **Reps McDonald, Kerby, Amador, Syme, Gannon (5), McCrostie, Toone.** Rep. Vander Woude will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:45 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary



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February 28, 2018

To: Rep. Julie Van Orden, Chairman  
Rep. Patrick McDonald, Vice Chairman  
Members of the House Education Committee

FROM: Julie Custer, Co-President  
AAUW Idaho

**Re: Testimony Opposed to H590**

Madam Chairman and Committee Members,

My name is Julie Custer and I'm co-president of the American Association of University Women of Idaho (AAUW-Idaho speaking to you today in opposition to House Bill 590.

AAUW is a nationwide organization that was founded in 1881 by 17 college-educated women who wanted to make it easier for women to get a college degree. AAUW recognizes the fundamental right to education and the reciprocal benefits of inclusive public education to a democratic society. We believe that high-quality education is the key to economic prosperity and gender equality. We advocate for adequate and equitable funding for quality public education for all students and oppose the use of public funds for nonpublic elementary and secondary education.

Because of their open and nondiscriminatory acceptance of all students, our nation's public schools are a unifying factor among the diverse range of American students. Yet funding for our public schools is continually threatened and Idaho ranks 49th out of the 50 states in per-pupil spending.

Although this is a tightly-written bill, it seems evident that this program is laying the groundwork for the creation of a full-blown voucher system, whereby more public funds would be diverted to unaccountable private schools. AAUW Idaho is not the only organization that has this view. A private school in north Idaho posted a story on its website on February 15 that had the headline "*Idaho State moves closer to "School Vouchers"*".



School vouchers would be devastating to the Idaho public school system, particularly in our rural areas where there aren't even private school options. Supporters of this bill say eligible children in these communities could access online courses. This assumes that children have access to the internet and that the internet availability is reliable.

House Bill 590 is the first step toward undermining our public schools and sending money to private or parochial schools that do not improve academic achievement or adhere to students' civil rights. Given the severe education budget crisis we see at the local, state and federal levels, it is both impractical and unwise to gamble limited funds on a new program that would only benefit a few students. To launch this new system of collecting funds and distributing them through these scholarships, public moneys in the form of some personnel salaries would have to be expended. Our state should use its limited funds to make public schools stronger by supporting programs that have been shown to improve student outcomes, such as teacher training, smaller class sizes, expanded support services, and improved facilities.

House Bill 590 is bad for Idaho school children on its face and opens the door for even more harmful policies in the future. AAUW Idaho respectfully requests that you vote "No" on House Bill 590. Thank you.

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Thursday, March 01, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">H 622</a>	Higher Education, Free Speech	Rep. McCrostie
<a href="#">H 647</a>	Education, Representative Status	Rep. VanOrden
<a href="#">H 648</a>	Computer Science Courses	Rep. DeMordaunt
<a href="#">S 1263</a>	Education, Severance Allowance	Senator Ward-Engelking
<a href="#">HCR049</a>	Public School Funding Committee	Rep. Horman
<a href="#">S 1266</a>	Education, Math Credits	Rep. Thayn
<a href="#">S 1294</a>	Cigarette, Tobacco Tax	Duncan Robb, State Department of Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Kloc(Tway)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, March 01, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** None

**GUESTS:** Ryan Gravette, Idaho Digital Learning; Cindy Sisson, Michelle Sanders, West Ada School District; Brian Darcy, Idaho Educational Services for the Deaf and Blind; Mark Browning, College of Western Idaho; Rob Winslow, Idaho Association of School Administrators; Kari Overall, Idaho Education Association; Karen Echeverria, Idaho School Boards Association; Kathy Griesmeyer, American Civil Liberties Union - Idaho; Rod Gramer, Idaho Business for Education; Jay Larson, Idaho Technology Council

**Chairman VanOrden** called the meeting to order at 8:02 a.m.

**S 1266:** **Senator Thayn** spoke to **S 1266**. He said the bill removes the graduation requirement to take a math class during the senior year, which is still in administrative rule. The reasons for the bill is that many students do not take a math class their junior year, and the attrition of skills between the junior and senior year means the rule may keep some students from graduating.

**Rep. Kerby** commented the change works well with the mastery-based education model, and the graduation requirement of six credits of math is not being changed.

**MOTION:** **Rep. Kerby** made a motion to send **S 1266** to the floor with a **DO PASS** recommendation.

**Cindy Sisson**, West Ada School District Curriculum Director, spoke **in opposition** to **S 1266**. She said skipping math during the junior year is not recommended, because that's when college placement tests are taken. Before the rule was in place, only one-half of seniors took a math class, she said. She feels the bill is a step backwards. In response to questions from the committee, Ms. Sisson said six credits of math are required, but two credits need to be taken the senior year. If students have taken AP Calculus, the district does not care if they take a math class their senior year, said Ms. Sisson, but the district wants other students to take a math class their senior year.

**Rep. Moon** spoke **in support** of **S 1266**. She said rural districts do not have as many math class offerings as urban districts.

**VOTE ON MOTION:** **Motion carried by voice vote. Rep. Amador** requested to be recorded as voting **NAY. Rep. Moon** will sponsor the bill on the floor.

**HCR 49:** **Rep. Horman** spoke to **HCR 49**. She said the resolution states the findings of the school funding formula committee and calls for an additional committee year to determine how to implement the recommended changes.

**MOTION:** **Rep. McCrostie** made a motion to send **HCR 49** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Rep. Horman** said it is a two billion dollar shift to change course in student funding formula, but she hopes one more year will be enough to study the implementation of the recommendations and to bring statutory changes to the legislature during the 2019 Session.

**VOTE ON MOTION:**

**Motion carried by voice vote. Rep. Horman** will sponsor the bill on the floor.

**H 622:**

**Rep. Scott** spoke in support of **H 622**. She said the current trend is to limit and discourage unpopular opinions, and **H 622** protects freedom of speech on Idaho's higher education campuses. A study found approximately ninety percent of colleges have policies which infringe on free speech rights, she added.

**Rep. McCrostie** spoke in support of **H 622**. He said BSU was accused by Attorney General Jeff Sessions of violating free speech rights, and BSU has worked with ACLU-Idaho and the Idaho Freedom Foundation to change its policy. No negative feedback was received from colleges and universities on **H 622**, he added.

**Mark Browning**, College of Western Idaho, spoke in support of **H 622**. In response to questions from the committee, Mr. Browning said anything the college can do to re-affirm rights is positive.

**Kathy Grismeyer**, ACLU Idaho, spoke in support of **H 622**, saying protection to free speech is essential to the training in democratic values, and it encourages campuses to observe and uphold free speech rights.

In response to questions from the committee, **Rep. McCrostie** said the reason for mentioning the first amendment to the U.S. Constitution, but not mentioning the Idaho Constitution, is that most people think of the U.S. Constitution when they think of free speech rights. Also, most of the case law available references the U.S. Constitution, he added.

**MOTION:**

**Rep. Mendive** made a motion to send **H 622** to the floor with a **DO PASS** recommendation.

In response to questions from the committee regarding the fiscal note, **Matthew Wilde**, general counsel for Boise State University, said BSU has revised its free speech policy, and, if **H 622** passes, BSU will consult with the ACLU and the Freedom Foundation. If protests are anticipated, BSU has a security response, said Mr. Wilde, but it is difficult to estimate how much security will cost. Some speakers will specifically ask for a security response from the police. BSU has absorbed the costs in the past, he added.

**VOTE ON MOTION:**

**Motion carried by voice vote. Rep. McCrostie** and **Rep. Scott** will sponsor the bill on the floor.

**Chairman VanOrden** turned the gavel over to **Vice Chairman McDonald**.

**H 647:**

**Rep. VanOrden** spoke to **H 647**. She said it establishes the representative status of a local education organization for the purposes of negotiations. The bill requires proof of representation status to be established every two years. Currently, the organization only has to establish representation status of fifty percent plus one member for one time.

**Karen Echeverria**, Idaho School Boards Association, spoke in support of **H 647**. She said the bill makes one correction the ISBA feels is needed. The school board can not review the list of signatures, and **H 647** does not change this, she added. In response to questions from the committee, Ms. Echeverria said the reason the list of names is not checked every year is because it is difficult to collect the signatures, especially in larger districts.

**MOTION:** **Rep. Amador** made a motion to send **H 647** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.

**Vice Chairman McDonald** turned the gavel over to **Chairman VanOrden**.

**S 1263:** **Senator Ward-Engelking** spoke to **S 1263**. She said teachers do not receive a cash out of unused sick leave when they retire, but they can use the value of the unused sick leave to pay health insurance costs. Some teachers may retire from their certified positions and move to classified positions, and current statute discourages this. **S 1263** allows sick leave to be calculated at the highest monthly salary. It was banked at the certified salary level, so it will not change the fiscal impact, she added. In response to questions from the committee, she said she is not sure how many teachers the bill will affect, but she knows personally of four.

**Rep. Moon** spoke in support of **S 1263**, saying it would be helpful in rural districts.

In response to questions from the committee, **Senator Ward-Engelking** said **S 1263** will not change the way sick leave is valued. It allows teachers to receive the highest monthly salary, calculated based on the highest forty-two months, to be used for health insurance costs. The legislation was brought to her by certified teachers, who want to still be involved in education at the classified level.

**MOTION:** **Rep. McCrostie** made a motion to send **S 1263** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Senator Ward-Engelking** said the proposed change would occur at retirement, and the highest consecutive monthly salary would be used for calculation. Teachers do not receive cash for unused sick leave and vacation, she added, but they may use the money to pay for health care.

**VOTE ON MOTION:** **Motion carried by voice vote.** **Rep. McCrostie** will sponsor the bill on the floor.

**H 648:** **Rep. DeMordaunt** spoke to **H 648**. She said computer science has become a foundational subject. It provides the backbone necessary for any future career. Thirty percent of the job posts in Idaho last year were STEM-related jobs, she added. The bill would require school districts to offer at least one or more computer science classes, and districts have until 2020 to implement the requirement. Computer science classes can be used for science or math credit graduation requirements, and the bill provides a method of teacher certification in computer science, said Rep. DeMordaunt. The feedback from the stakeholders is the 2020 implementation date is critical, she added. **H 648** supports districts wanting teachers to receive computer science endorsements, she said. Due to the changes in the State Board of Education rules, it will be simple for teachers to be accredited, so there is no fiscal impact, said Rep. DeMordaunt.

**Rob Winslow**, Idaho Association of School Administrators, spoke in support of **H 648**, saying the implementation date is important to give districts time to implement it and provide professional development opportunities. In response to questions from the committee, Mr. Winslow said the association asked superintendents of rural districts, and they are not opposed to the bill. Many already offer CTE classes, but they wanted to know how they would implement the requirement, which is why the implementation date is 2020. Having a room for students to complete IDLA classes would be compliant, he added. Some members expressed the concern of the language in **H 648** using "require," because it takes away local district control, said Mr. Winslow. All are supportive of offering computer science, said Mr. Winslow, but he added he could not say all are supportive of offering it by 2020.

**Rob Gramer**, Idaho Business for Education, spoke in support of **H 648**. He said computer literacy is just as important today as math, reading and writing, and the bill will help students attain a good job and will help students in rural areas.

**Jay Larson**, Idaho Technical Council, spoke in support of **H 648**, saying Idaho is one of the leading states in legislative support for computer science and building a knowledge-based society. This is a pivotal opportunity for Idaho to build a knowledge-based economy, he added. In response to questions from the committee, Mr. Larson said computer science education should start in kindergarten. Four or five years ago, BSU graduated twenty graduates in computer science, but it currently graduates 200 computer science students, said Mr. Larson. Ninety-seven percent of BSU computer science graduates stay in Idaho, and the average salary for STEM jobs in Idaho is \$90,000, he added. The number one issue for Idaho is providing a skilled workforce for companies, said Mr. Larson. Cradlepoint received \$80 million in venture capital, and it is spending \$40 million in investing in expanding the workforce, such as college scholarships, he added.

**Rep. DeMordaunt** said the only requirement to participate in AP computer science courses is to take Algebra I, and many eighth-grade students take Algebra I. This means students can take an AP class, usually reserved for juniors and seniors, during their ninth-grade year. She said she wants kids to be able to stay in Idaho and have opportunities in the technology sector.

In response to questions from the committee, **Tracie Bent**, State Board of Education, said the Board has a new computer science endorsement for teachers which was created last year. The Board is working on an alternate route to endorsement which includes four different pathways, and it is working on a state-approved assessment for endorsement. **H 648** ties the certification courses to the content standards for computer science, she added.

In response to questions from the committee, **Rep. DeMordaunt** said **H 648** provides a continuing education requirement opportunity. The amount of time it will take a teacher to obtain certification depends on the district needs and the aptitude of the teacher, she said.

**MOTION:**

**Rep. Amador** made a motion to send **H 648** to the floor with a **DO PASS** recommendation.

**Rep. Moon** spoke in support of **H 648**, saying many rural schools are already doing this.

In response to questions from the committee, **Rep. DeMordaunt** said **H 648** requires some type of action from school districts, but flexibility is built into the bill for students, teachers and superintendents. She said she wanted maximum flexibility as well as accountability.

**VOTE ON MOTION:**

**Motion carried by voice vote. Rep. DeMordaunt** will sponsor the bill on the floor.

**S 1294:**

**Duncan Robb**, State Department of Education, spoke to **S 1294**. He said the bill adds the Idaho Educational Services for the Deaf and Blind to the Safe and Drug-free Schools Program. It currently does not receive benefits from the program, and it serves one-hundred students. The distribution of funds starts with a \$2,000 base, and then it is pro-rated based on the number of students in the district. There is no fiscal impact, because there will be approximately \$3,000 less for the other school districts, said Mr. Robb. **S 1294** also makes a technical correction based on the Office of Performance Evaluation Review. A review in 2016 revealed an inconsistency in how data is displayed, he added.

**Brian Darcy**, Idaho Educational Services for the Deaf and Blind, spoke **in support** of **S 1294**. In response to questions from the committee, Mr. Darcy said the Idaho Bureau for Educational Services for the Deaf and Blind oversees the school in Gooding.

In response to questions from the committee, **Mr. Robb** said **S 1294** only addresses distribution to the Educational Services for the Deaf and Blind, and there is no intention to bring forth more education entities to add to the program.

**MOTION:** **Rep. Amador** made a motion to send **S 1294** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Toone** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:50 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1  
HOUSE EDUCATION COMMITTEE  
8:00 A.M.  
Room EW41  
Friday, March 02, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>H 630</u></a>	Education, Rural Support Networks	Duncan Robb, Chief Policy Advisor, State Department of Education
<a href="#"><u>S 1212</u></a>	Education, Career Tech	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
<a href="#"><u>S 1221</u></a>	College Credit Transfer	Tracie Bent, OSBE
<a href="#"><u>S 1278</u></a>	Education, Wireless Technology	Duncan Robb, State Department of Education
<a href="#"><u>S 1293</u></a>	Education, Limited Contracts	Karen Echeverria, Idaho School Boards Association
Docket No. 47-0101-1701	Div. of Vocational Rehabilitation Field Service Manual	Tracie Bent, State Board of Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep Gannon (5)  
Rep McCrostie  
Rep Toone

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, March 02, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representative(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) Shepherd, Clow, DeMordaunt

**GUESTS:** Quinn Perry, Karen Echeverria, Idaho School Boards Association; Debbie Critchfield, State Board of Education; Dwight Johnson, Idaho Career Technical Education; Paul Stark, Idaho Education Association; Dave Roberts, Former Representative Steve Smylie, West Ada School District; Rob Winslow, Idaho Association of School Administrators and Idaho Rural School Administrators; Clark Corbin, Idaho Education News

**Chairman VanOrden** called the meeting to order at 8:02 a.m.

**MOTION:** **Rep. Amador** made a motion to approve the minutes of February 5, February 6, February 7, February 8, and February 9, 2018. **Motion carried by voice vote.**

**H 630:** **Duncan Robb**, State Department of Education, spoke to **H 630**. He said the bill creates a rural education support network, which is a small, nimble hub of collaboration which acts as a tool to support rural schools. He described what each section of **H 630** does. In response to questions from the committee, Mr. Robb said sometimes two or three districts are able to come together to create a taxing district. However, this does not work well for some parts of the state to have the support network located in a central location, because of the travel involved.

**MOTION:** **Rep. Amador** made a motion to send **H 630** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Robb** said the Department is asking for up to \$300,000 for up to three years to support the creation of the rural education support network. The intent is to create a foundation on which a sustainable program can be built, and it is estimated it will take three years. This will give districts time to realize savings from collaboration and to re-invest the savings back into the program, said Mr. Robb. The staff size will be small, he added. Mr. Robb said the objective is to facilitate interactions between rural school districts and agencies which can help them. The intent is not for the network to be a regional one, but the Department expects districts next to each other will work together, he added. The early language in **H 630** required more qualifications for the director of the program, said Mr. Robb, but those are not in the new language. The intent of mentioning the salary of the director in Section 7(a) is to provide the legislature an assurance of the potential use of the funds, he said. The amount the network would cost a district each year depends on the services and needs of the districts involved, he added.

**Quinn Perry**, Idaho School Boards Association, spoke in support of **H 630**. She said the association voted to support the bill, as long as the initial money came from the State Department of Education Budget and was not a line item of public funding.

**Rob Winslow**, Idaho Association of School Administrators, spoke **in support of H 630**. He said he was speaking for **Harold Ott**, Idaho Association of Rural School Administrators. In response to questions from the committee, Mr. Winslow said some things the rural districts would benefit from sharing are special education services and school psychologists. School districts could combine to hire a full-time employee in these areas. Although the Idaho Association of School Administrators does some networking towards this effect, it is difficult for someone to find time to organize these efforts, he added.

**Rep. Amador** spoke **in support of H 630**, saying most states have a form of this type of network. It would help rural Idaho school districts but not be as much of a heavy-handed approach as some states use, he added, because of the opt-in approach.

**Rep. Toone** spoke **in support of H 630**. She said she has seen it work mostly for CTE classes, but the teachers spend a lot of time on paperwork.

**Rep. Boyle** spoke **in support of H 630**. She said rural districts cannot afford to hire full-time art, music or physical education teachers, or occupational therapists and physical therapists by themselves. School staff already have many jobs and don't have time to coordinate with other districts. In response to questions from the committee, **Rep. Toone** said **Carl Perkins** Funds were used for CTE classes in her district, but now it is done differently.

In response to questions from the committee about the funding, **Mr. Robb** said, in theory, there could be several networks, each receiving funding. The funding is subject to appropriation, he added. A pre-requisite to continue to receive funding is the network must show how it will be sustainable, he said. The network needs to be run and paid for at the local level to be effective, which is why **H 630** is written this way, said Mr. Robb. The funds could be derived from a local levy, but that is the decision of the local school boards. If the network is working well, districts are in a better place to fund themselves, said Mr. Robb. Although there is lots of technical paperwork required to file for e-rate and Medicaid funds at first, a technical expert can help get revenues from these two programs, he explained. The staff required has not come up as a concern, said Mr. Robb. It could be a former superintendent or business expert. If another network was created in 2020, it would be subject to additional appropriation, said Mr. Robb.

**Rep. Kerby** spoke **in support of H 630**, saying the staff who understand and coordinate e-rate and Medicaid revenues often leave, and most superintendents of small districts would agree this would be helpful.

**MOTION:** **Rep. Mendive** called for the question. **Motion carried by voice vote.**

**VOTE ON MOTION:** **Motion carried by voice vote. Reps. Moon and VanOrden** requested to be recorded as voting **NAY. Rep. Amador** will sponsor the bill on the floor.

**S 1212:** **Tracie Bent**, State Board of Education, spoke to **S 1212**. She said it provides technical corrections, such as changing the term "home economics" to "family and consumer sciences." It also provides for offering CTE programs in the seventh and eighth grade, as well as high school.

**MOTION:** **Rep. Amador** made a motion to send **S 1212** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Reps. Mendive, Moon, and Cheatham** requested to be recorded as voting **NAY. Rep. Amador** will sponsor the bill on the floor.

**S 1221:** **Tracie Bent**, State Board of Education, spoke to **S 1221**. She said it codifies the process of credit transfer between public institutions and streamlines some language to make it easier to read. When students transfer to a post-secondary education, having earned an Associate's Degree in high school, they will not have to take the general education courses. Students who completed general education courses but did not receive an associate's degree will also not have to re-take the general education courses, said Ms. Bent. This allows them to pursue a bachelor's degree and only have to take the upper-level credits. There is not always an explanation of why credits did not transfer from one institution to another, and **S 1221** requires the second institution to explain why the credits did not transfer and to explain the review process to the student. Subsection six stipulates that public institutions cannot discriminate against students based on credits transferred, she added.

**MOTION:** **Rep. Mendive** made a motion to send **S 1221** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Bent** said the Board would require a little more review of courses from private institutions. It would review the courses and build a bank of courses which transfer.

**VOTE ON MOTION:** **Rep. Amador** invoked Rule 38 stating a possible conflict of interest. **Motion carried by voice vote. Rep. Mendive** will sponsor the bill on the floor.

**S 1278:** **Duncan Robb**, State Department of Education, spoke to **S 1278**. He said the bill removes outdated wireless technology standards from the code. He showed examples from the bill language. He said it provides guidance to the school district, and it strikes language which limits the grade ranges for which wireless technology is provided. The state now provides wireless funding to all schools, he added.

**MOTION:** **Rep. McCrostie** made a motion to send **S 1278** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Chris Campbell**, Chief Technology Officer State Department of Education, said the committee which helped with the bill were three superintendents, technology representatives from the Idaho Technology Association, and the State Department of Education.

**VOTE ON MOTION:** **Motion carried by voice vote. Rep. McCrostie** will sponsor the bill on the floor.

**S 1293:** **Karen Echeverria**, Idaho School Boards Association, spoke to **S 1293**. She said that, because of the teacher shortage in Idaho, some teachers are on an interim certificate, requiring they be enrolled in and working towards completion of a teaching certificate through the alternate certification route. The teachers on the interim certificates gain more due process rights each year, said Ms. Echeverria. Contracts must be offered by July first, and the school district does not receive the teacher's certificate until October. A category three contract provides for a due process hearing, if the teacher is not hired, said Ms. Echeverria. What some districts are finding is that they have offered a contract to teachers who may not have completed the course work required for certification, she added.

**MOTION:** **Rep. McDonald** made a motion to send **S 1293** to the floor with a **DO PASS** recommendation.

**Paul Stark**, general counsel for the Idaho Education Association, spoke **in opposition** to **S 1293**. He said school districts are required by law to offer a returning teacher a contract by July first. The problem arises, because the district does not receive the teacher certifications from the State Department of Education until October. The school districts could adopt a policy of the teachers on alternate certification reporting their status before the July 1 deadline, said Mr. Stark. If a statutory change is needed, the alternative certificate can be placed on a category one, two or three contract. **S 1293** sends the wrong message to teachers, that contracts are under attack, said Mr. Stark. In response to questions from the committee, Mr. Stark said a category two contract requires the school district to give the reasons for non-renewal of contract. A category three contract requires the district give the reasons for non-renewal of the contract, and the teacher is entitled to an informal hearing. If the reason for non-renewal is a performance issue, the teacher is entitled to an eight-week probationary period. A category one contract can only be used for teachers hired after August first. If the teacher is not doing a good job, a teacher on a category one contract can be let go without being given reasons or a hearing, said Mr. Stark. In response to questions from the committee, Mr. Stark said the expectation is that teachers who choose not to inform the school board of their progress would not receive a contract.

In response to questions from the committee, **Pete Koehler**, Chief Deputy Superintendent, said approximately 900 teachers were on the alternative certification last year, and the trend is growing.

**Dave Roberts**, West Ada School District Human Resources, spoke **in support** of **S 1293**. He said teachers using the alternate route to certification are already receiving special treatment, and the accountability should be with the teacher, not the district. The State Department of Education is busy and has a back log of teacher certification renewals each summer, and the school district loses funding for teachers without certification. In response to questions from the committee, Mr. Roberts said a teacher could be placed on a category one contract until the teacher is certified, at which time the teacher will be moved to the category corresponding to the number of years employed in the district, but this would be the option of the district. The district is not compelled to offer a contract to teachers on a category one contract. If the teacher has applied for an alternate certification, the district can find out, and if the teacher has not applied, the district wouldn't offer the contract. It is not a viable solution for the district to be in charge of certification progress checks, he added.

**Steve Smylie**, West Ada School District Trustee, spoke **in support** of **S 1293**. He said there is a need for the alternate route to certification, especially for foreign language and special education. However, the district has to take the teachers' word until it receives the transcripts and certification. The language in the administrative rule is permissive, said Mr. Smylie, and **S 1293** encourages teachers to finish their certification. In response to questions from the committee, Mr. Smylie said the districts do not have the ability to make policies when there is confusion with state law. The bill makes things easier for the district, teachers, and students, he added.

**Ms. Echeverria** said teachers may believe they are on track to finish their certification, but they do not know until Fall. If teachers are not able to complete their certification in three years, the district probably doesn't want them, she added. The cost of a hearing is seven to ten thousand dollars, said Ms. Echeverria. In response to questions from the committee, Ms. Echeverria said some teachers requested informal hearings, but the district can't hire them, because they are not certificated.

In response to questions from the committee, **Mr. Roberts** said West Ada did not have teachers requesting hearings, but there are several teachers on a three-year provisional contract who had not finished their certification.

**Ms. Echeverria** said the issue is one of timing. A category two contract offers more rights than a category one contract, but less than a category three contract.

**Rep. Kerby** spoke in opposition to the motion. He said **S 1293** hurts smaller districts and sends a chilling message to teachers.

**Rep. McCrostie** spoke in support of the motion. He said he respected the contract process and teachers' rights, and there is a need for those teachers using alternative certification routes to meet certain standards. If they haven't completed the certification, they shouldn't be given a contract, he added.

**Rep. Ehardt** spoke in opposition to the motion, saying **S 1293** would hurt rural districts.

**Rep. McDonald** spoke in support of the motion. He said teachers know what the standards are and what will happen if they do not meet them.

**Rep. Amador** spoke in opposition to the motion. He said the state created a timing issue in the statute, and it needs to be fixed, but he does not support **S 1293**.

**VOTE ON MOTION:**

Roll call vote was requested. **Motion failed by a vote of 5 AYE, 8 NAY, 1 Abstain, 2 Absent/Excused. Voting in favor** of the motion: **Reps. VanOrden, McDonald, McCrostie, Toone, Gannon (5).** **Voting in opposition** to the motion: **Reps. Amador, Ehardt, Kerby, Boyle, Mendive, Cheatham, Moon, Syme.** **Rep. Clow** abstained. **Reps. Shepherd** and **DeMordaunt** were absent/excused.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:07 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Monday, March 05, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	IDEAL Idaho College Savings Program	Christine Stoll, Executive Director
Docket No. 47-0101-1701	Division of Vocational Rehabilitation Field Services	Tracie Bent, State Board of Education
<a href="#">S1292aa</a>	Advanced Opportunities Scholarship	Senator Thayn
<a href="#">H 501</a>	Measurable Student Achievement	Rep. VanOrden

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, March 05, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** None

**GUESTS:** Christie Stoll, Idaho College Savings; Karen Echeverria, Idaho School Boards Association; Rob Winslow, Idaho Association of School Administrators; Clark Corbin, Idaho Education News

**Chairman VanOrden** called the meeting to order at 8:03 a.m.

**Christie Stoll** gave a presentation on the IDEAL College Savings Program. She said the program was open to the public in 2001. From the years 2016 to 2017, there was a 16% increase in accounts and a 11% increase in gifting. She explained what the tax-free withdrawals could be used for and how the individuals gifting to student accounts are also eligible for state tax deductions. Individuals can gift up to five years of gifts to a 529 plan at one time. The management fees had been lowered by 33%, said Ms. Stoll, and income tax deductions had increased by 50%. Ms. Stoll explained that legislation conforming with federal 529 law allows for K-12 withdrawals, as well. **H 515** amends tax code to alleviate a double tax on the principle of a contribution and prevents a potential tax loophole by requiring a two-year recapture of funds rolled out to a 529A, she added. In response to questions from the committee, **Ms. Stoll** said if a contributor to an account dies, the tax is on the account owner, if the money is used for purposes other than post-secondary education.

**DOCKET NO. 47-0101-1701:** **Tracie Bent**, State Board of Education, spoke to **Docket No. 47-0101-1701**. She said the rule docket updates the field service policy manual for the Division of Vocational Rehabilitation. The majority of changes were made to make it conform to the Workforce Innovation and Opportunity Act, said Ms. Bent, such as updating the definitions. Language was also added to clarify that a case cannot be closed without clear and convincing evidence. The rule docket also increases the amount of payment for an employment plan, and the individual plan for employment is clarified. It updates purchasing requirements and makes updates to supporting services, in compliance with the Workforce Innovation and Opportunity Act, said Ms. Bent.

In response to questions from the committee, **Ms. Bent** said the different colors of text are only indicators of when different people at the Board made edits, and the colors have no significance. The reasons companies would hire the clients of the Division is that they are provided some benefits for the accommodations the business makes, and because it is the right thing to do, said Ms. Bent.

**Teresa Pitt**, Division of Vocational Rehabilitation, said there are work incentives to hire individuals with the most significant disabilities. Businesses with certificates are allowed to pay below minimum wage, as long as the individuals are employed, and the Division provides services to the employers, she added. In response to questions from the committee, Ms. Pitt said the individuals working for below minimum wage are not a significant part of the work community. It is a very small percentage, and the Division has seen a downturn in the number of individuals working below minimum wage, because the economy is strong, said Ms. Pitt. With the changes to the Workforce Innovation and Opportunity Act, the Division has seen a significant increase in the number of student-aged individuals they are serving, and the Division is no longer focusing on the amount of individuals they serve but on the quality of service.

**MOTION:** **Rep. Kerby** made a motion to approve **Docket No. 47-0101-1701**.

**Rep. Moon** said she would not support the motion unless the term "customer" was changed back to "client."

**VOTE ON MOTION:** **Motion carried by voice vote. Rep. Moon** requested to be recorded as voting **NAY**.

**S 1292aa:** **Senator Thayn** spoke to **S 1292aa**. He said the bill addresses overload courses and is composed of four parts. Senator Thayn gave the history of the section of Idaho Code addressed by **S 1292aa**. He said one part, enacted in 2011, provides for a scholarship for students who challenge high school classes and graduate early. In 2012, legislation was created to allow for students to complete eight semesters of high school in six semesters, by taking overload and summer classes. In 2013, legislation was enacted which said students who have completed all their senior classes are exempt from taking math their senior year, in order to take dual credit classes. In 2014, when he was a superintendent, Rep. Kerby suggested the state pay for dual credit classes, which was the beginning of the Advanced Opportunities Program in 2017. Page three, line seven of **S 1292aa** says any student who completes grades one through twelve early qualifies for a scholarship, and the school gets paid for 35% of the student's daily average attendance. Subsection eight says if a student fails a course paid for by the state, the student must pay for and pass a course before becoming eligible for Advanced Opportunities again. Page one, line seventeen defines a full-credit load as twelve credits and specifies an overload course must be taken outside of the school day, such as zero hour, night class, or summer, said Senator Thayn. Page two, lines twenty-one through twenty-four, which were not in the original bill, add payment by the state for the costs of testing for industry badges. Page two, lines thirty-two through thirty-eight address one of the governor's concerns, that when students earn credits they should have a goal in mind. For example, BYU, Yale and Stanford do not take dual credits from Idaho, but they do take AP test credits. The bill also provides that a parent may enroll the student in any course, because parents advocated for this provision, said Senator Thayn. **S 1292aa** stipulates the payment must be for 100 level courses or higher, not remedial courses, he added.

In response to questions from the committee, **Senator Thayn** said students can only take dual credit classes from post-secondary institutions in Idaho, because the Advanced Opportunities Funding only pays for credit from Idaho Institutions. If a student takes more than sixteen dual credits, the college advisor helps the student focus on a career goal, said Senator Thayn.

**Rep. Kerby** said CTE classes are not currently offered for dual credit, because there was resistance at the college level. **S 1292aa** requires students to have a career plan after fifteen post-secondary credits, he said.

**MOTION:** **Rep. Kerby** made a motion to send **S 1292aa** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Bent** says the Advanced Opportunities process of awarding money for college continues to be streamlined. One frustration, she said, is determining residency for community colleges. The State Department of Education is working on a process, and there are fewer complaints each year, she added.

In response to questions from the committee, **Senator Thayn** said **S 1292aa** stipulates remedial courses are not eligible for Advanced Opportunities Funds.

**VOTE ON MOTION:** **Motion carried by voice vote. Rep. Kerby** will sponsor the bill on the floor.

**Chairman VanOrden** turned the gavel over to **Vice Chairman McDonald**.

**H 501:** **Rep. VanOrden** spoke to **H 501**. She said the bill strikes out the Idaho Reading Indicator (IRI) as one of the measurement tools for measurable student achievement, which is used in teacher evaluations. Rep. VanOrden said she talked to teachers around the state, and there is a concern about using a screening tool from the class as an assessment for teacher performance. The legislative intent of the IRI was to provide teachers with a tool to identify students who need early reading intervention. Using the IRI to assess teacher performance conflicts with this intent, said Rep. VanOrden, and other assessments listed in Idaho Code can be used to assess teacher performance. The State Board of Education and the Literacy Committee are re-designing the IRI, said Rep. VanOrden. It is designed to be a tool used in the classroom to provide early screening, diagnostics, and easy progress monitoring. Using a screening tool for teacher evaluations and placement on the career ladder is unfair, she added.

**MOTION:** **Rep. Toone** made a motion to send **H 501** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Rep. VanOrden** will sponsor the bill on the floor.

**Vice Chairman McDonald** turned the gavel over to **Chairman VanOrden**.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:07 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:00 A.M.  
Room EW41  
Tuesday, March 06, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho State Historical Society Report	Janet Gallimore, Executive Director
<a href="#">S1279</a>	Idaho Opportunity Scholarship	Marilyn Whitney, Governor's Office
<a href="#">S1280</a>	School District Trustees	Senator Souza

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, March 06, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** None

**GUESTS:** Julie Custer, Gail Kirkpatrick, Judy Secrist, American Association of University Women- Idaho; Fred Birnbaum, Idaho Freedom Foundation; Matt Freeman, Idaho State Board of Education; Melynda Smyser, Idaho Department of Labor; Rod Gramer, Idaho Business for Education; Marilyn Whitney, Governor's Office; Harold Ott, Idaho Rural Schools Association; Ann Lewis; Dwight Johnson, Idaho Career Technical Engineering; Phil McGrane, Ada County; Kelli D. Brassfield, Idaho Association of Counties; Tim Hurst, Secretary of State; Karen Echeverria, Idaho School Boards Association; Roger Brown, Boise State University; Kent Kunz, Idaho State University; Mark Browning, College of Western Idaho

**Chairman VanOrden** called the meeting to order at 8:05 a.m.

**Janet Gallimore**, executive director of the Idaho State Historical Society and Museum, gave a presentation which included a virtual tour of the new First People's Exhibits at the Idaho State Museum. She said the remodel of the museum is expected to be completed at the end of summer. The State Historical Society has collaborated with Idaho Tribes on the First People's Exhibits. Ms. Gallimore said the student participation doubled last year, and the museum provides resources for the National History Day Projects. A Renaissance High School Student, **Josh White**, was named one of the eight nationwide ambassadors, she added.

**S 1279:** **Marilyn Whitney**, Governor Otter's Office, spoke to **S 1279**. She said it amends the state Advanced Opportunities Scholarship to use a portion of the funding to target adult learners. It is not a new program, and it is not dependent on a new appropriation, she said. The use of "may" instead of "shall" provides flexibility, she added. Ms. Whitney said 27% of Idahoans over the age of twenty-five have taken some college credits. Most scholarships are designed for full-time students, she added, so adult college students are forced to rely on student loans. People reported the reasons they did not complete college was financing and tuition increases, said Ms. Whitney. After the recession, 8.4 million jobs were created for people with degrees, and only 80,000 jobs were created for people with a high school diploma or less.

**Rep. Moon** expressed concern that a GPA requirement was missing from the eligibility requirements. **Ms. Whitney** said rules would be promulgated next year after getting as much input from the public about what they want to see in the scholarship. In response to questions from the committee, Ms. Whitney said when programs were consolidated in 2012, the legislature asked for them to be reviewed for possible revisions. The task force on higher education has determined that, unless Idaho targets adult learners, it will not meet the 60% Goal, she said. The average GPA of college students who did not complete their degrees was 2.7, she added. In response to questions from the committee, Ms. Whitney said PELL Grants require that the student be a full-time student, taking twelve credits a semester, and they are need-based grants.

**Rep. Amador** spoke in support of **S 1279**. He said approximately 80% of the population is not seventeen to twenty-one years old, and the adult completer population is needed for Idaho to reach its goal.

**Julie Custer**, American Association of University Women - Idaho, spoke in support of **S 1279**. She said she advocates increased access to higher education, especially for women in poverty.

**Fred Birnbaum**, Idaho Freedom Foundation, spoke in opposition to **S 1279**. He said using 20% of funds for adult learners leaves a smaller amount of money for high school seniors, and the existing Advanced Opportunities Scholarship yields unknown results. He said the bill addresses the symptoms, not the cause, and he suggested understanding the cause of students not completing college first. Tuition rose 3.17% the last two years, he added, and tuition rose faster than inflation. In response to questions from the committee, Mr. Birnbaum said the people working at minimum wage in Idaho is actually very low. In the 1970's over 90% of the per capita income in Idaho was resource based, he said, and the decline in the resource-based economy has created a split between the urban areas of Idaho and the rural areas of Idaho. **S 1279** will not help the rural areas, which already have low employment, he added.

In response to questions from the committee, **Mr. Birnbaum** said there is no demonstrable evidence the Advanced Opportunities Scholarship will work. He said he is not in favor of expanding the program without demonstrable growth, and the companion legislation to **S 1279** seeks to expand the program.

**Matt Freeman**, State Board of Education, spoke in support of **S 1279**. He said the majority of college students are no longer in the eighteen to twenty-one year age range, and the average age is twenty-nine years old. Most of them work either part time or full time, he added, and the state needs more of them to go back to college and succeed. Mr. Freeman said **S 1279** will help Idaho address the skills gap. The Advanced Opportunity Scholarships increase attendance by 9% and increase completion, he added. There will be less money for high school students, but adult learners are Idahoans too, he added. In response to questions from the committee, Mr. Freeman said adult completers have at least twenty-four credit hours. The Advanced Opportunity Scholarships for adult completers will be a last dollar scholarship, said Mr. Freeman, to cover any gap in federal financial aid and the cost of tuition. This applies to the current Opportunity Scholarship too, he added.

In response to questions from the committee, **Tracie Bent** said loans are not included in the definition of financial aid, only grants and scholarships. In response to questions from the committee, **Mr. Freeman** said Advanced Opportunities Scholarships may be used for any undergraduate degree or education, including associate degrees and CTE certificates. The definition of a part-time student is six credits per semester, and a full-time student is twelve credits per semester, said Mr. Freeman. Ms. Bent said the Board would like to propose this population be working with an advisor on an individual plan, so progress is based on the plan. In response to questions from the committee, Ms. Bent said the criteria for receiving the scholarship would need to be amended for this population of learners. A grade and credit requirement already exists in administrative rule for traditional students. Including priority occupations as part of the criteria for the scholarships will be determined in administrative rule, said Ms. Bent. The Board knows this is a priority of the committee, she added.

In response to questions from the committee, **Mr. Freeman** said the Board currently has 1.5 full-time employees working on the Advanced Opportunities Scholarship. **S 1279** will not require additional staff, he said. In response to questions from the committee, Mr. Freeman said it is possible to include a provision for repayment of scholarship money if a student fails to attain the required credits or GPA. When Idaho offered student loan repayment for teachers and nurses working in rural areas, the program stipulated the recipients had to work for two years in those fields to apply for the repayment, and they had to continue in those lines of work or pay back the state. In response to questions from the committee, Mr. Freeman said those programs were for traditional students versus adult learners. In the current scholarship criteria, those not achieving academic progress are no longer eligible for the scholarship, said Mr. Freeman. He said he assumes similar criteria will be in place for the adult students.

**Melynda Smyser**, Director of the Department of Labor, spoke **in support** of **S 1279**. She said Idaho has the lowest unemployment rate it has had in many years, and it is below the national unemployment rate. Most of the jobs in Idaho require post-secondary education of some type, she said. **S 1279** will help those students who have already paid for part of their degrees achieve jobs which have better pay, and will encourage them to stay in Idaho, said Ms. Smyser. She said 24,000 jobs go unfilled in Idaho because employees do not have the skills for them, and **S 1279** diverts a small amount of funding for this demographic. In response to questions from the committee, Ms. Smyser said all 24,000 jobs will not be filled, even with the number of adult completers in Idaho.

**Rod Gramer**, Idaho Business for Education, spoke **in support** of **S 1279**. He said Idaho needs 60-80% of the workers to have a post-secondary education. Idaho has the fifth lowest educated workforce in the United States, and the skill gap will double by 2024, he said. Idaho will not achieve its 60% goal without offering incentives for adults to complete their education.

**Dwight Johnson**, Idaho Career and Technical Education, spoke **in support** of **S 1279**. He said adding adult completers to the Advanced Opportunity Scholarship Program will have a significant positive impact, and CTE short-term training programs are ideal to help students complete their post-secondary education.

**Roger Brown**, Boise State University, spoke **in support** of **S 1279**. He said the university has thirty-five programs which are completely online programs, and the university has heard that financial matters dictate students' choice to terminate their post-secondary education.

**Kent Kunz**, Idaho State University, spoke **in support** of **S 1279**. He said a survey done by the university found 63% of students did not finish their education, and most cited financial considerations. The GPA of students who did not finish college were 2.5 for sophomores, 2.7 for juniors, and 2.75 for seniors, he said. Every student in the higher education system is an investment, he said. The number of students who did not complete their education at ISU from 2010 to 2015 was 4,910, he added.

**Mark Browning**, College of Western Idaho, spoke **in support** of **S 1279**. He said institutions can handle large numbers of adult completers through online college classes, and night and weekend programs. The college has over 6,200 students enrolled in its online programs, he added.

**Marilyn Whitney** spoke **in support** of **S 1279**. She said employees with a high school degree earn an average of \$26,000, and employees with a bachelor's degree earn an average of \$42,600. She said there has been a dramatic shift in how post-secondary institutions are funded. Since the recession, there has been a decline in state support, and tuition accounts for 46% of the funding, she added. **S 1279** is a targeted investment in Idahoans with a significant return, she added.

**MOTION:** **Rep. McDonald** made a motion to send **S 1279** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Whitney** said the amount of colleges' funding from tuition and fees was seven percent in 1980.

**Rep. Clow** spoke **in support** of the motion. He said the scholarships are competitive scholarships, so setting a minimum GPA does not matter. Idaho is at a point in the economy, with low unemployment, when it should take advantage of the good economy to achieve positive results for Idahoans, he added.

**Rep. Amador** spoke **in support** of the motion. He said **S 1279** allows the state to support all Idahoans.

**SUBSTITUTE MOTION:** **Rep. Ehardt** made a substitute motion to **HOLD S 1279** to time certain, March 9, 2018.

**Rep. Moon** spoke **in support** of the substitute motion. She said there were some unanswered questions in **S 1279**, and there would be less money for high school students. The state has invested \$8 million over ten years to increase the number of Idahoans with post-secondary education, and it has not succeeded, she said. Rep. Moon said she thought the problem is the college costs are too expensive.

**Rep. Kerby** spoke **in opposition** of the substitute motion. He said the work experience this population has gained may be used to earn more credits.

**Rep. Gannon** spoke **in support** of the original motion, citing her experience as an adult learner.

**Rep. McCrostie** spoke **in opposition** of the substitute motion. He said he supports the original motion, and he thinks **S 1279** is a step in the right direction to reach the 60% goal.

**Rep. DeMordaunt** spoke **in support** of the substitute motion, saying **S 1279** should not rely on administrative rules to align scholarships with the workforce needs, and she would rather see something more specific to address the market demands.

**VOTE ON SUBSTITUTE MOTION:** Roll call vote was requested. **Substitute Motion failed by a vote of 8 AYE, 8 NAY.** **Voting in favor** of the motion: **Reps. Shepherd, Boyle, Mendive, Cheatham, DeMordaunt, Moon, Ehardt, VanOrden.** **Voting in opposition** to the motion: **Reps. McDonald, Clow, Kerby, Amador, Syme, McCrostie, Toone, Gannon (5).**

**VOTE ON  
MOTION:**

Roll call vote was requested. **Original Motion carried by a vote of 9 AYE, 7 NAY.**  
**Voting in favor** of the motion: **Reps. McDonald, Clow, Kerby, Amador, Syme, McCrostie, Toone, Gannon (5), VanOrden.** **Voting in opposition** to the motion: **Reps. Shepherd, Boyle, Mendive, Cheatham, DeMordaunt, Moon, Ehardt.**  
**Rep. McDonald** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:54 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Wednesday, March 07, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>S 1280</u></a>	School District Trustees	Senator Souza
<a href="#"><u>S 1295</u></a>	Career Technical Schools, Funding	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
<a href="#"><u>RS25948</u></a>	School Readiness Act	Rep. Malek

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep McCrostie
Rep Shepherd	Rep Amador	Rep Toone
Rep Boyle	Rep DeMordaunt	Rep Gannon(5)
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, March 07, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) DeMordaunt

**GUESTS:** Charles Stout, Caldwell; Tim Hurst, Secretary of State; Kelli D. Brassfield, Idaho Association of Counties; Karen Echeverria, Idaho School Boards Association; Dwight Johnson, Idaho Career Technical Education; Rod Gramer, Idaho Business for Education; Dr. N. Shalene French, Caldwell School District; Alyssa Townsend; Beth Oppenheimer, Idaho Association for the Education of Young Children; Clark Corbin, Idaho Education News; Gidion Tolman, Division of Financial Management

**Chairman VanOrden** called the meeting to order at 8:02 a.m.

**S 1280:** **Senator Souza** spoke to **S 1280**. She said the bill makes one important change. It moves school board elections from May to November, which is when city elections are held, in the hopes of increasing voter turnout for school board elections. Senator Souza said research shows parent, family and community involvement in education correlates to higher student performance. She said the voter turnout for the West Ada School District Board of Trustees Election was only three percent last year. In Boundary County and Nampa, only 2% of voters turned out for the school board elections. Senator Souza said school boards are important and have a direct impact on the quality of schools. A better voter turnout will increase the visibility of board members, she added. The city election date was chosen, because voter turnout for that date is much better, said Senator Souza. She said the county clerks are concerned, because none of the precinct and school boundary maps match, so they must create more ballots. She offered to work with county clerks next year, after the census, on aligning the county and city zones better. School boards have a certain number of days after the census to establish their boundaries, she said. The Secretary of State Office may have new technology which will show which county and city a voter lives in, she added.

In response to questions from the committee, **Senator Souza** said voter turnout in her own county for city elections was twenty percent. For school board elections, it was eight percent, and then went down to five percent. No local control is taken away, she said, but consistency is needed across the state.

**MOTION:** **Rep. Cheatham** made a motion to send **S 1280** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Senator Souza** said she believes moving the election to November will help people realize the importance of school board members, and more people will run for office.

**Charles Stout**, Caldwell School Board, spoke **in support** of **S 1280**. He said the resolution was brought to the Idaho School Board Association, but it was thought the elections for boards of trustees would be buried in the November General Elections. A compromise was to add the election to the city election date. He said voter turnout for levies in November are better than levies run in March. In response to questions from the committee, Mr. Stout said he did not think the November date would affect the training in budget workshops board members take during the summer months, because anyone who wants to serve will take an interest in proceedings during the summer. Also, new trustees are not sworn in until January, he added. He said in the 2015 election, all three Caldwell School Board trustees had an opponent, but each won by only four votes, because the voter turnout was so low.

**Tim Hurst**, Secretary of State, spoke **in opposition** to **S 1280**. He said the bill is an election bill, not an education bill. Mr. Hurst gave a history of why the election dates were chosen, and explained what gets voted on in May and what gets voted on in November. Many different types of districts are involved, he said. Cassia County has only one district, but Canyon County has thirteen different types of districts. The chances of error are greater with each district or zone, he added, leading to potential ballot error. Removing school district elections from the May Ballot and on to the November Ballot will complicate the ballot in November and reduce voter turnout for the districts on the May Ballot, he said. Mr. Hurst said he did not think moving the election date would increase voter turnout, saying the candidates and issues drive voter participation more than when the elections are held. Other things which could be more effective are holding school elections county wide, not by school zone, and allowing residents to vote by mail, which vastly improves voter turnout, he added.

In response to questions from the committee, **Mr. Hurst** said before the consolidation in 2011, each district had its own elections and had very poor voter turnout. The Secretary of State Office was notified about the legislation, and the bill drafters knew of his concern, but he had no input into the drafting of the legislation, said Mr. Hurst. The problems with moving the school board elections to November is that the elections in May will be affected, and it makes the ballots in November even more complicated, said Mr. Hurst. The greater the complexity, the greater the chance for error, he added. He said he did not think it would work, and it would not increase voter turnout. Also, the cost will increase, he said, citing Oregon needing three full-time employees as an example. Mr. Hurst said that when candidates are listed on a non-partisan ballot, a random alphabet arrangement is used to list them. In every odd-numbered year that an election is scheduled, if only one candidate is running, and there are no write-in candidates, the election is cancelled, he added. If the school board trustee election is moved to November, most counties would not have a May election at all, said Mr. Hurst.

**Kelli Brassfield**, Idaho Association of Counties, spoke **in opposition** of **S 1280**. She said **Mr. Hurst** addressed most of the same concerns of the Association. The bill will increase the number of ballots which will be needed. Also, redistricting will happen in a few years after the census, she said, and she asked the committee to hold the bill. In response to questions from the committee, Mr. Hurst said there is no law which says the precincts must be aligned with school boundaries, and they are difficult to align. If they followed the precinct lines, it would help with the layering, he said.

In response to questions from the committee, **Ms. Brassfield** said **S 1280** increases the chances of voter ballot error. In response to questions from the committee, **Mr. Hurst** said voter turnout for school board elections varies, based on the candidates in the election and on the issues. In response to questions from the committee, Ms. Brassfield said that, because there is more than one precinct in each county, there is more than one voting place. If the state wants to look at election consolidation, it should look at consolidating all elections at one time, she added.

**Karen Echeverria** said the ISBA supports moving the school board elections to odd years, but it wants the elections kept in the month of May. Most school boards are made up of five members, said Ms. Echeverria. Approximately seventy percent of the school districts in Idaho have only one candidate running for election, and three percent have no candidates running for election. Sixty days after the census, school zone boundaries are re-zoned, said Ms. Echeverria. Many school districts cross county lines and will never line up with the precinct lines, she added. In response to questions from the committee, Ms. Echeverria said some members felt that moving the election to November would encourage more candidates to run for election, and some felt fewer candidates would run for election. The majority of the members voted in favor of **S 1280**, she added.

**Senator Souza** said the process of drafting **S 1280** was a collaborative process involving the Secretary of State and the county clerks. The bill tries to include all aspects of concern, she added. The voter turnout was so low for the Kootenai County School Board Election of 2017, each ballot cost \$25, she said. She said she did not feel changing the date would increase the likelihood of errors, and county clerks have said they will train poll workers.

**Rep. Moon** spoke in support of the motion, saying she would like to see **S 1280** go to the floor for further debate.

**Rep. McCrostie** spoke in opposition of the motion, saying that changing the school board elections to November may decrease the voter turnout for the other elections held in May.

**Rep. Ehardt** spoke in support of the motion, saying **S 1280** is a start in the right direction, and she would like to see elections reduced to two elections, total.

**Rep. Clow** spoke in support of the motion.

**VOTE ON MOTION:**

**S 1295:**

**Motion carried by voice vote. Reps. McCrostie, Toone and Gannon** requested to be recorded as voting **NAY**. **Rep. DeMordaunt** will sponsor the bill on the floor.

**Tracie Bent**, State Board of Education, spoke to **S 1295**. She said the bill addresses funding for schools with a career technical focus. She explained each section of **S 1295**. Duplications in administrative code are removed, she said, and funding is based on enrollment, not seat time. In the old language, an additional .33 funding based on average daily attendance is added to cover specific facility costs. The new language provides for funding as a career technical school, and the school must make an application to the division of career technical education. The application date for additional funding is changed from July to April, said Ms. Bent. The new language specifies the schools must have enrollment from two or more attendance areas, and no one high school can comprise more than eighty-five percent of the total enrolled career technical students, said Ms. Bent. The school is required to offer dual credit classes, which is a change from using the term Advanced Opportunities. The bill specifies the schools must meet four out of five criteria, and it strikes unnecessary existing language, because students in school less than 2.5 hours do not meet requirements for the Americans with Disabilities Act, she added. The bill also specifies that transportation, facilities, experiential learning and staff salaries are allowed costs.

In response to questions from the committee, **Dwight Johnson**, Division of Career Technical Education, said the bill clarifies the requirements for the qualifications to be a career technical education school, and specifies a different funding formula. All career technical education programs receive additional funds for the added costs associated with CTE programs, whether the programs are in a career technical school or not, he added. The ADA Requirements have to be self-reported, he said, which is time consuming. The bill explores a new funding model which is more closely aligned with career technical education programs, he added. In response to questions from the committee, Mr. Johnson said the cost of the CTE teacher is paid for by the regular school district, and the qualifications for the teachers are in administrative rule. Different school districts have different structures of programs, based on the size of the staff, he said.

In response to questions from the committee, **Ms. Bent** said administrators with an academic administrator certificate now have an alternate route to obtain a career technical education administrator certificate. Teachers of career technical education programs are required to have CTE certificates, she added. A charter school could apply to be a career technical education school, said Ms. Bent, but this section of Idaho Code is specific to career technical education schools, not to traditional or charter schools.

In response to questions from the committee, **Mr. Johnson** said there are general funds already appropriated for career technical education programs, and **S 1295** provides for a funding model more appropriate to career technical schools. Mr. Johnson said the bill strengthens the schools' ability to create more advanced opportunities, which includes dual credit classes. The language is being expanded to offer more opportunities for college credit, he added. **Ms. Bent** said the number of dual credit career technical education courses have been increased.

**MOTION:** **Rep. Syme** made a motion to **HOLD S 1295** in committee. **Motion carried by voice vote. Reps. VanOrden, McDonald, McCrostie** requested to be recorded as voting **NAY**.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:52 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, March 08, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho Rangeland Resources Commission: Youth Education Programs	Gretchen Hyde, Idaho Rangeland Resource Commission Executive Director

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, March 08, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Chairman VanOrden, Vice Chairman McDonald, Representative(s) Boyle, DeMordaunt, Gannon(5)

**GUESTS:** Jack Russell, Michelle Fauli, Wyatt, Brenden Billing, Eagle High School; Gretchen Hyde, Idaho Rangeland and Resources Commission; Michael Eusterman; Mark Eusterman; Harold Ott, Idaho Association of Rural School Administrators; Gidion Tolman, Division of Financial Management; Clark Corbin, Idaho Education News

**Chairman Mendive** called the meeting to order at 8:05 a.m.

**Gretchen Hyde**, executive director of the Idaho Rangeland and Resources Commission, gave a presentation on the Care Share Land Stewardship Education Program and education materials provided by the Commission to teachers and schools in Idaho. The material fits into the education performance standards and provides students hands-on learning opportunities, said Ms. Hyde. The objective of the education program is to help students learn to be stewards of the land. Teachers can download resources from the Commission website or request materials from the director. Ms. Hyde said eighty percent of range lands are public lands, and twenty percent are privately owned. The Idaho Rangeland and Resources Commission is legislatively mandated and is staffed by one full-time employee and one part-time employee. Funding for the Commission comes from grazing fees, Rangeland license plate fees, and grants. The Commission used the money from one grant to fund a traveling trailer which comes to schools. She spoke about the Future Farmers Association student organization in Idaho, Utah, Wyoming, Nevada and Oregon. Because the Commission has so few staff, partnerships are key, and a collaborative spirit makes the Commission work, said Ms. Hyde.

In response to questions from the committee, **Ms. Hyde** said committees develop the education programs, and it is mostly teachers who drive the creation of the education materials. The Commission promotes multiple use of range land, said Ms. Hyde, and it works with many organizations, agencies and other stakeholders. The stakeholders recognize multiple use is important, she added.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:31 a.m.

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Representative Mendive  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:00 A.M.  
Room EW41  
Friday, March 09, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho Office of School Safety and Security	Brian Armes, Manager

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby
Vice Chairman McDonald	Rep Cheatham
Rep Shepherd	Rep Amador
Rep Boyle	Rep DeMordaunt
Rep Clow	Rep Moon
Rep Mendive	Rep Syme

Rep Ehardt
Rep McCrostie
Rep Toone
Rep Gannon(5)

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, March 09, 2018  
**TIME:** 8:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)  
**ABSENT/  
EXCUSED:** Representative(s) Boyle, DeMordaunt, Syme, Gannon(5)  
**GUESTS:** None

**Chairman VanOrden** called the meeting to order at 8:07 a.m.

**Brian Armes**, School Safety And Security Program Manager, Division of Building Safety, gave an overview of what the School Safety and Security Office does. He said the goals were developed from the intent language of Idaho Code § 33-5902. One goal added this year is to research and develop effective practices. Mr. Armes also explained the structure of the agency does. The staff include the manager, an administrative assistant, and three regionally-based analysts in the Coeur d'Alene area, the Meridian area, and the Pocatello area. Mr. Armes said the agency will have assessed the security of 375 schools by the end of the year, and \$82,900 worth of radio equipment was donated and placed in schools.

**Mike Munger**, regional analyst for South-west Idaho, explained the strategies used for assessment. There are 650 points of assessment in three areas, including the facility, the school community, and the school operations, or how things are being done on a day-to-day basis, said Mr. Munger. After an assessment, the agency provides the school with an exit interview and an executive summary and observation spreadsheet, both of which are protected from public disclosure, said Mr. Munger. The goal is to have strategies for improvement in security and safety. The radio component has helped several schools, he added.

**Mr. Armes** said consulting is very time intensive. The agency offers prioritization assistance, which is the most effective for the cost, infrastructure and operations consulting for communication, and operational plans consulting, he said. The agency also offers safety training, said Mr. Armes. Federal funding is available from FEMA if the school is compliant. Safety training can be included in professional development for school personnel, he added. The agency also trains schools on behavioral threat assessment techniques, to address someone with a behavior of concern and how the community addresses the concern. Additional support provided by the agency helps with school and community outreach and interagency coordination. Mr. Armes said the National School Safety Association, which represents school safety in the state, meets once a month to share best practices.

In response to questions from the committee, **Mr. Armes** said the National Association of School Resource Officers offers specialized training beneficial in a school environment. By state statute, the district school boards have the most responsibility for the safety of students, said Mr. Armes. The training of students is best left to the local control of the school districts, he added. Mr. Armes said balancing security with feelings of safety is a challenge. Schools want to invite the community in. He said early detection and behavioral assessment are good tools, because in the majority of school shootings many people knew the student had threatened violence. Mr. Armes said Idaho should look at a statute to address electronic threats. Mr. Armes said the agency works closely with principals and groups outside of the Security Advisory Board. Idaho Code §33-5902 and §33-5903, which exempts safety reports from public disclosure, is the only local protection at this time, he said. Mr. Armes said the recommendations the agency gives schools varies widely, from policy to infrastructure recommendations, and depends largely on the age of the school building. If the recommendation is related to infrastructure, and the school is not able to implement the infrastructure recommendation, sometimes there is a lower cost infrastructure solution or a policy solution which can be implemented instead. Mr. Armes gave an example of a low-cost safety measure for safety improvement to infrastructure. For schools which do not have a main office at the front door, the school could relocate the office or use a site-based doorbell ringer with a camera, said Mr. Armes. He said the decision to arm teachers must be made at the local level, and the local school board has that power. The decision depends partly on the proximity of law enforcement, he added.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 8:57 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Monday, March 12, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS26345</a>	Stating Findings of the Legislature and Rejecting a Certain Rule of the State Board and State Department of Education Relating to Rules Governing Thoroughness	Rep. VanOrden
<a href="#">RS26346</a>	Stating Findings of the Legislature and Rejecting a Certain Rule of the State Board and State Department of Education Relating to Rules Governing Thoroughness	Rep. VanOrden
<a href="#">S 1291aa</a>	School Turnaround Act	Senator Mortimer

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep McCrostie
Rep Shepherd	Rep Amador	Rep Toone
Rep Boyle	Rep DeMordaunt	Rep Gannon(5)
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, March 12, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) Boyle, Cheatham

**GUESTS:** Senator Dean Mortimer, Idaho Senate; Mike Keckler, Idaho State Board of Education; Jason Kreizenbeck, Carlie Foster, Lobby Idaho, LLC

**Chairman VanOrden** called the meeting to order at 8:03 a.m.

**RS 26346:** **Chairman VanOrden** explained that **RS 26346** is the concurrent resolution to reject the one paragraph of the science standard from **Docket No. 08-0203-1705** which the committee voted to not approve.

**MOTION:** **Rep. Mendive** made a motion to introduce **RS 26346**. **Motion carried by voice vote.**

**S 1291aa:** **Senator Mortimer**, District 30, spoke to **S 1291aa**. He said the bill will allow the Accountability Oversight Committee, which exists in the State Board of Education, to assist the schools performing at the lowest five percent by providing turnaround experts to help them improve their performance. The schools are required to form a committee and given one year to formulate a plan and two years to fully implement the plan, said Senator Mortimer. A consistent appropriation of \$750,000 to the State Department of Education will be used to assist the low-performing schools with their improvement plans. The bill specifies who will be on the board of the Accountability Oversight Committee, including **Dr. Linda Clark, Superintendent Sherri Ybarra, Debbie Critchfield** and five at-large members. The language of the bill uses "may," not "shall," as this is a voluntary program, said Senator Mortimer. There is not enough funding to make it a required program, he added.

**Senator Mortimer** said school boards who wish to participate apply for the funding and appoint members of a turnaround committee. July 15 is the deadline to apply for the program, and the school board identifies two or more experts from a predetermined and qualified set of experts to help with the improvement plan. The legislation gives the low performing school a school turnaround expert selected from a predetermined and qualified set of experts to assist the school in its efforts. The expert the school chooses must be willing to receive a portion of payment based on the school performance, added Senator Mortimer, and must be willing to work with any low-performing school. The school board must choose the expert it wishes to work with by August 30.

**Senator Mortimer** explained that **S 1291aa** outlines how the experts are compensated and what they must accomplish, as well as how they collaborate with the Idaho State Department of Education and report to the Accountability Oversight Committee. The improvement plan must be submitted before January 1, and the turnaround committee must be formed by October 1, he added. The bill outlines the duties of the turnaround committee formed by the school board. He said the bill recognizes the importance of the school leadership program and the training of school leadership. The State Department of Education provides resources to the Accountability Oversight Committee. Senator Mortimer said the reason the bill is needed is that experts can help schools understand what the issue is and how to fix it, and they can help schools make changes which are critical to student success.

**Mike Keckler**, State Board of Education, spoke **in support** of **S 1291aa**. He said the Accountability Oversight Committee would identify the low-performing schools. Participation is voluntary, he added.

In response to questions from the committee, **Tracie Bent** said the Accountability Oversight Committee was created approximately eight years ago. It makes recommendations to the State Department of Education based on how the schools are doing. The Idaho State Board of Education does have an accountability role enumerated in the statute, she said. This program does not interface with schools at the local level, said Ms. Bent. The State Board of Education works with the experts and the State Department of Education. The process for determining which of the awards are made is a collaborative process, she said. The school board has the ability to delegate any of these responsibilities to the State Department of Education or the State Board of Education.

In response to questions from the committee, **Senator Mortimer** said the turnaround specialists can be individuals both in and out of the state which meet the criteria. He said he is hoping the bill will allow those people with this kind of knowledge and experience to start working with the schools. The data will be used to show where the school begins and where it is improving.

**MOTION:**

**Rep. DeMordaunt** made a motion to send **S 1291aa** to the floor with a **DO PASS** recommendation.

**Rep. DeMordaunt** spoke **in support** of **S 1291aa**. She said she thinks the composition of the turnaround committee is balanced in composition of people both in and out of the school, and it will provide an objective overview. She said making the program voluntary is also important, because choice is empowering. She also liked that the expert's compensation is based partly on the school's performance, because it provides accountability.

In response to questions from the committee, **Senator Mortimer** said the Accountability Oversight Committee already monitors the lowest five percent of schools. However, for schools which do not receive Title I Funding, this will take on a new significance, he said. Currently, the Department has been using the \$750,000 school recognition and rewards funding, said Senator Mortimer, which is a start. The money would be used to pay for the turnaround experts. Currently, schools are given options of how to use the leadership premiums funding. **S 1291aa** will help them know how to use the funds better.

**Rep. Clow** spoke **in support** of **S 1291aa**, saying many organizations exist which fit the role of a turnaround expert.

In response to questions from the committee, **Ms. Bent** said the State Board of Education is half-way through the implementation of the school recognition and rewards plan. One school in each region has been asked if they would like to participate, and the Board has worked with the school districts to identify areas of support. The Board does not expect to start to see improvement until the end of the current school year, because research says it takes three years to see improvement, she said. The Board has reached out to those schools with students scoring in the bottom 25%. **S 1291aa** addresses the schools scoring in the bottom five percent, she added. Hopefully, as the program progresses, the schools will improve, but there will always be a lowest five percent, based on performance, said Ms. Bent.

In response to questions from the committee, **Senator Mortimer** said the catalyst for the current program was a review of the data from the last two years. There are a number of schools with students struggling with literacy and math skills, he said.

In response to questions from the committee, **Ms. Bent** said the performance criteria for the existing program is to use statewide assessments of students when they move from one grade to the next, as well as college entrance exams, high school graduation rate, and the post-secondary education go-on rate of high school students. The Board looked at the equity across different types of schools, she added. The current program uses state funds and is not targeted to Title I Schools, said Ms. Bent. Federal funds are tied to a designation as a Title I School, and the program allows the state to help schools without that designation. The current program used a competitive process to determine colleges of education as the turnover experts, said Ms. Bent. The program proposed by **S 1291aa** allows schools to choose experts from multiple ones identified by the State Board of Education. The Board anticipated there may not be as much need for funds the third year of the current program, said Ms. Bent, so **S 1291aa** will not take money away from those schools participating in the current program. The Board addresses how the funding is targeted to schools with the least resources in its rules, she added. Ms. Bent said the State Department of Education is responsible for finding the turnaround experts. It does that now with qualified trainers, which is a different section of code. The application process for the experts will be created through the rule-making process, she added.

In response to questions from the committee, **Senator Mortimer** said the contract with the turnaround expert is three years. Contracts with principals trained by the state are for five years. It may be possible for one expert to work for more than one district at a time, depending on the time and the capacity of the expert, said Senator Mortimer. The school boards choose who they want to work with based on the list of recommendations from the State Department of Education and on interviews. The compensation for the experts will be based on the size of the school, said Senator Mortimer. Utah has a similar program.

In response to questions from the committee, **Ms. Bent** said funding for the current program has been spent for the first two years of the three years. The University of Idaho College of Education won the grant, and it is working with school districts. The University reports to the Board of Education quarterly on the progress made and how the money was spent, she said. **S 1291aa** provides that the contract is with the school district and the provider of services, and the funding is based on student outcomes. The old program grants an award for each year based on the progress made.

**Rep. Moon** spoke in opposition to **S 1291aa**. She asked why the Board of Education is involved, and she said she thought the ability to do a program like this should already be addressed somewhere.

**Rep. Kerby** spoke in opposition to **S 1291aa**. He said the bill takes the State Department of Education's authority and gives it to the State Board of Education. He expressed concern that the Department's authority over day-to-day operations had been gradually eroded over the past several years.

**Rep. McDonald** spoke in support of **S 1291aa**. He said the bill establishes accountability, and he sees the Department being involved in addressing the outcomes.

**Rep. DeMordaunt** spoke in support of the motion, saying there is a balance between the State Board of Education and the State Department of Education. The bill empowers parents to have input about improvements to their children's education, she said. The bill balances the input of parents, community and school members. It allows those with innovation successes, like Horseshoe Bend, to participate and guide the other districts, she added.

In response to questions from the committee, **Ms. Bent** said if **S 1291aa** does not pass, the State Board of Education will evaluate the progress of the current program and move forward with current programs.

**Rep. Amador** spoke in support of the motion.

**Chairman VanOrden** spoke in support of the motion. She said the Superintendent of Public Instruction is a member of the State Board of Education and is on the Accountability and Oversight Committee. On page six, the bill specifies the State Department of Education's responsibilities, she said, and the involvement of the Board and the Department is the same. She said she liked that a certain percentage of the turnaround experts' fees are based on performance, and the bill would allow the state to pull capacity builders to help other districts. A number of other states have used this type of program with tremendous success, and it gives the district choice and some expert help, she added.

**VOTE ON MOTION:**

**Motion carried by voice vote. Reps. Moon, Kerby, Shepherd and Mendive** requested to be recorded as voting **NAY**. **Rep. VanOrden** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:22 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1  
HOUSE EDUCATION COMMITTEE  
8:00 A.M.  
Room EW41  
Wednesday, March 14, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">RS26375</a>	Education: Rule Rejection, Science Standards	Rep. VanOrden
<a href="#">RS26379C1</a>	Education: Reading Intervention	Rep. VanOrden
	ESSA Update	Dr. Linda Clark, State Board of Education Superintendent Sherri Ybarra, State Department of Education
	ESSA Assessments Report	Karlynn Laraway

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep McCrostie  
Rep Toone  
Rep Gannon(5)

COMMITTEE SECRETARY

Jenifer Cavaness-Williams  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, March 14, 2018

**TIME:** 8:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) Ehardt

**GUESTS:** Dennis Stevenson, Administrative Rules Coordinator, Department of Administration  
**Chairman VanOrden** called the meeting to order at 8:02 a.m.

**MOTION:** **Rep. Kerby** made a motion to reconsider **S 1295**.

**Rep. Kerby** explained the committee members who had issues with **S 1295** had worked with the sponsor and now have satisfactory language.

**VOTE ON  
MOTION:** **Motion carried by voice vote.**

**MOTION:** **Rep. Kerby** made a motion to send **S 1295** to General Orders.

**Rep. Kerby** explained the amendment. One change strikes the requirement for a school administrator of a career technical school to have a career technical certificate. One change specifies the majority of class offerings must lead to postsecondary credit. One change reduces four criteria to three.

**VOTE ON  
MOTION:** **Motion carried by voice vote.** Rep. Kerby will sponsor the bill on the floor.

**Chairman VanOrden** turned the gavel over to **Vice Chairman McDonald**.

**RS 26375:** **Rep. VanOrden** explained that **RS 26375** is the correction to **HCR 60**, and it reflects the committee action to remove the supporting content of the science standards. She said she would pull **HCR 60** from the reading calendar on the floor and return it to the committee. In response to questions from the committee, Rep. VanOrden said the concurrent resolution is what the House has to do to put into record what the committee recommended, and it is a formality. The Senate has already sent its resolution to approve all the standards through the process, she added.

In response to questions from the committee, **Dennis Stevenson** said the chairman of the Senate Education Committee has the option to send the legislation to the floor or not. If the Senate does not concur with the legislation, it is a moot point. If the Senate does not concur, the legislation will not be introduced in the Senate, and it will die, he added. Mr. Stevenson said **H 666** is the bill which makes the administrative rules expire, unless adopted by the legislature. If **RS 26375** is adopted, then it will take precedence.

**MOTION:** **Rep. Mendive** made a motion to introduce **RS 26375**.

In response to questions from the committee, **Rep. VanOrden** said the Legislative Services Office explained that introducing **RS 26375** is a formality. **H 666** was passed, and it reflects the Senate's actions regarding **Docket No. 08-0203-1705**.

**Rep. DeMordaunt** spoke in support of the motion. She said **Mr. Stevenson** and the Legislative Services Office had been consulted.

**Rep. Boyle** spoke in support of the motion. She said the chairman is following the will of the committee, and the Senate could not be forced to do something it didn't want to do.

**SUBSTITUTE MOTION:**

**Rep. McCrostie** made a substitute motion to return **RS 26375** to the sponsor. **Motion failed by voice vote.**

**VOTE ON ORIGINAL MOTION:**

**Motion carried by voice vote. Reps. McCrostie, Toone and Gannon** requested to be recorded as voting **NAY**.

**RS 26379C1:**

**Rep. VanOrden** spoke to **RS 26379C1**. She said the legislation puts assessments back into the hands of teachers and administrators. It will go into effect in 2019, and the administrative rules will be created by the State Board of Education. There have been concerns about the current pilot project, she said, and some of the questions asked in JFAC were not answered.

**MOTION:**

**Rep. Kerby** made a motion to introduce **RS 26379C1**.

In response to questions from the committee, **Rep. VanOrden** said Idaho has a state-wide reading test, and the original Idaho Reading Indicator (IRI) would stay in place. However, the IRI only tests some things, and some districts want to include other tests they like better. The districts could supplement the IRI with other tests. **RS 26379C1** provides more choice of assessments to the school districts. **Rep. VanOrden** said districts would still have to use the IRI, as it is linked to funding. The per-pupil amount would be decided by JFAC. **Rep. VanOrden** said the legislation is the work of herself, **Senator Mortimer, Rep. Horman** and stakeholders.

**VOTE ON MOTION:**

**Rep. Boyle** called for a vote on the motion.

**Sherri Ybarra**, Superintendent of Public Instruction, introduced **Dr. Linda Clark**, State Board of Education. **Dr. Clark** gave a report on Idaho's Every Student Succeeds Act (ESSA) Assessments. She said the State Board of Education and the State Department of Education work together to improve schools. She spoke to the goal targets for 2023. The state is required by the federal government to implement the ESSA Plan, and the Board is collaborating with stakeholders to implement a plan. Superintendent **Ybarra** explained the accountability milestones from 2014 to 2018. She said the accountability model had moved from dictating and blaming to flexibility and support of local decisions. The ratings of education in Idaho by a group based in Washington is based on things other than education, such as poverty and single-parent families, she added.

In response to questions from the committee, **Superintendent Ybarra** said the Department has been working with struggling schools, and she visited the pilot programs. In response to questions from the committee, **Dr. Clark** said the legislation addresses the lowest five percent of schools and begins in the year 2020. The Board has already implemented a report card and dashboard available to all. It has multiple indicators and is readily accessible and visible, she added, heightening the accountability.

In response to questions from the committee, **Dr. Clark** said the Board's press release citing an increase in high school graduation of 7.3% reflects both an increase in population and an improvement of the cohort reflected. She said the Board would be converting all of the data to a percentage of the cohort.

**Vice Chairman McDonald** returned the gavel to **Chairman VanOrden**.

**Rep. DeMordaunt** commented that she would like to see the number of students staying in Idaho and the number of students going out of state. **Dr. Clark** said the Board believed the Apply Idaho Initiative would increase the number of students attending Idaho postsecondary school and staying in Idaho, and she would have those statistics later.

In response to questions from the committee, **Mike Keckler**, State Board of Education, said the Fall 2017 go-on rates reflect the last three years. The number of high school seniors has increased, and the rate has not changed much, so the state has a lot of work to do, he said. Students who have one-year certificates are included in the go-on rate, he added.

**Karlynn Laraway**, State Department of Education Director of Assessment, explained the changes to the ESSA Plan. She said the Department sought feedback from stakeholders over several months. The plan changes the N size, amending it to twenty for all students and subgroups, she said, which provides more stability. ESSA requires states to identify schools performing in the lowest five percent, she said. Another academic indicator which can be used is the percentage of students making growth to proficient standards, said Ms. Laraway, and she explained that the growth trajectory looks at whether or not the student's test results are increasing at a rate to be proficient in three years. The major change to ESSA is how states publicly report data, she said. She explained the new report card must be searchable, comparable and accessible across multiple devices. Graphs and charts help make the data easier to understand, but people can also access more detail if they desire, she added.

**Karen Seay**, State Department of Education Director of Federal Programs, explained the State Technical Assistance Team (STAT). She said the team serves as a unit of change and supports the efforts of the schools. Change happens when the group believes in collective efficacy, she added, and students can quadruple their performance scores. The Idaho Building Capacity Project includes needs assessment, leadership teams, data analysis, resources and evidence-proven strategies, said Ms. Seay. It increases student outcomes. Professional development for school leaders include support networks for principals and superintendents.

In response to questions from the committee, **Ms. Seay** said the accountability system is only three years old, and change takes time. The resources are limited, and the focus should be on improvement. There are currently thirty-five to forty capacity builders, and they are all placed in school districts at this time.

**Ms. Laraway** explained the statewide assessment update, showing test results from 2015 and 2017 in math and English Language Arts. She said school districts can also do interim assessments and end-of-course assessments. She showed the performance of students on science interim assessments. Ms. Laraway also showed the new developmental learning standards thresholds for English Language Learners.

**Ms. Laraway** explained that students are considered college ready when they meet both the ELA and math benchmarks on the SAT. She showed SAT results from 2016. Ms. Laraway outlined ways the Department is supporting schools and students' success, including an assessment and accountability newsletter, a monthly webinar, direct district contact, regional training, and an assessment task force. She said over 400 attendees were at the regional training session. The assessment task force identifies what is working and what can be done for improvement. In response to questions from the committee, Ms. Laraway said the slight decrease in SAT benchmark scores was due to an increase in the number of students assessed. Also, the state has not had an accountability system for some time, she added. The cohesive approach will work to bring change, but it will take some time, she said. In addition, the state data followed a national trend.

In response to questions from the committee, **Ms. Laraway** said there is no federal accountability assessment before third grade. The state administers only the IRI before grade three. The SAT is given the Spring of students' junior year, and the PSAT is given the Fall of students' sophomore year. The SAT can serve as a college entrance exam, and students can take it more than once and submit their highest score to the college, she said. Ms. Laraway said the state paying for students to take the SAT removes barriers for students and reinforces the conversations taking place with college and career advisors.

**Rep. DeMordaunt** expressed concern the data did not show improvement. **Ms. Laraway** said the Department is focusing its efforts where they are most needed and working closely with the academic team to make sure teachers know what skills are needed for student growth, and that the teachers have support. ESSA requires the state to identify the bottom five percent of Title I schools, and the Department wants to identify the bottom five percent of schools which are not Title I schools, because they are not eligible for federal funds.

**Rep. Toone** said the state does not have a full cohort yet for data comparison. She said the state did not see good growth in the ISAT Scores until it had a K-12 cohort, and growth takes time. **Dr. Clark** said the changes in ESSA are very significant. The greatest indictment of the No Child Left Behind Act is that it left many students at the proficient level, instead of supporting their growth, she added. She said the Board is heartened that the changes in ESSA will bring about a more comprehensive look at student and school growth, rather than looking only at the results of one test on one day. She said the state should begin to see growth.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 10:02 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:30 A.M.  
Room EW41  
Thursday, March 15, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho Career Information System and Next Steps Idaho	Sara Scudder, CIS Administrator, Idaho Dept. of Labor  Byron Yankey, College and Career Program Manager, Idaho State Board of Education

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, March 15, 2018  
**TIME:** 8:30 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)  
**ABSENT/  
EXCUSED:** Representative(s) Boyle, Cheatham  
**GUESTS:** None

**Vice Chairman McDonald** called the meeting to order at 8:30 a.m.

**Sara Scudder**, CIS Administrator, Department of Labor, gave a presentation on the Career Information System Website (CIS). She said the website includes career and goal-setting tools. Users can save their searches to a personalized portfolio, said Ms. Scudder. She demonstrated how to use the website, using hypothetical students at different stages of their career search. Ms. Scudder said the website shows high school course pathways to users, and students can save their portfolio as a .pdf file to share with their counselors and with parents at parent-teacher conferences. The website also includes a Reality Check Page, which compares their post-secondary plans to their lifestyle plans after high school. She said the website empowers students.

In response to questions from the committee, **Ms. Scudder** said Idaho has used the CIS System since 1980, when it used needlebox technology. The technology has changed and evolved. The website helps users identify their skills and values, as they relate to occupations, and it gives information about occupations. Research on the success of the CIS Website has not been done, said Ms. Scudder. Most schools are using it as a career exploration tool for students. Using the website in middle school introduces students to the idea that school will eventually end, and it helps them think about their futures.

**Rep. Kerby** commented that the CIS System helps students know why they have to work so hard, and they enjoyed using it when he taught in the 1980's. **Rep. Toone** commented that she liked the improvements to the program over the years, and she said it was important for students in rural schools to see all the jobs available.

In response to questions from the committee, **Tracie Bent**, State Board of Education, said research shows the sooner students receive college and career advising, the more likely they are to continue with post-secondary education. In response to questions from the committee, **Ms. Scudder** said the system is used in 270 high schools and 180 middle schools in Idaho, as well as by job seekers, the Department of Correction, and the Division of Vocational Rehabilitation. The occupation of legislator is not included in the Bureau of Occupations, she added, so it does not appear as an option after users complete the personality inventory.

**Byron Yankey**, College and Career Advising Manager, Idaho State Board of Education, gave a presentation on the Next Steps Idaho Website, targeting students and their families in eighth through twelfth grade. It includes a Future Finder Page, which offers personality and career inventories. The Apply Idaho Page allows students to apply for all colleges and universities in Idaho with one application, and contains information and videos about each institution. The Website is organized by grade levels with advice check sheets for students by season, as well as information about paying for college, career technical education, and a scholarship search page. Mr. Yankey demonstrated the Future Finder personality inventory, which advises careers based on inventory results.

In response to questions from the committee, **Mr. Yankey** said the website had one-half million hits in November and 300,000 hits in January. The average number of page views per visitor was five, and the average visit time was five to seven minutes. Mr. Yankey said the State Board of Education has been thinking of merging the CIS Website with the Next Steps Idaho Website for the past year. A strategic planning process is planned for May, which will include how best to merge CIS and Next Steps Idaho. The Board is planning on providing the legislature information on the resources dedicated to the websites and their effect on encouraging high school students to attend postsecondary education in the future, he added.

In response to questions from the committee, **Meagan Hinkle**, student of Eagle High School, said she heard about the Next Steps Idaho Website from a customer at Home Depot, where she works. The customer asked if she had applied for scholarships and directed her to the website.

**Vice Chairman McDonald** returned the gavel to **Chairman VanOrden**.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:20 a.m.

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Representative McDonald  
Vice Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:00 A.M.**  
**Room EW41**  
**Friday, March 16, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	High School Senior Exit Survey Results	Jessica Ruehrwein, Executive Director, Treasure Valley Education Partnership

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby	Rep Ehardt
Vice Chairman McDonald	Rep Cheatham	Rep McCrostie
Rep Shepherd	Rep Amador	Rep Toone
Rep Boyle	Rep DeMordaunt	Rep Gannon(5)
Rep Clow	Rep Moon	
Rep Mendive	Rep Syme	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Friday, March 16, 2018  
**TIME:** 8:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)  
**ABSENT/  
EXCUSED:** Representative(s) Boyle, Amador  
**GUESTS:** Jessica Ruehrwein, David Eastwood, Treasure Valley Education Partnership

**Chairman VanOrden** called the meeting to order at 8:00 a.m.

**Jessica Ruehrwein**, executive director, gave a presentation on the work of the Treasure Valley Education Partnership (TVEP). She said the group works with all the school districts in the Treasure Valley, as well as Bishop Kelly High School, six institutions of higher education, non-profit organizations, the government and business. The University of Idaho McClure Center has provided in-kind assistance to TVEP of office space and IT Support. She said the goal of the Beyond High School Working Group is to increase enrollment at postsecondary education institutions. She reported the results of the senior exit survey for 2015, 2016 and 2017. Many more seniors reported they planned to enroll in postsecondary education than actually did. More females plan to complete a degree than males. Most of them reported making their plans in seventh grade or earlier, and they report their families to be the largest influence on their decisions. The two largest factors for choosing to continue education after high school are to make more money and to have a job they love, she said. The three highest career fields of interest were health care, STEM careers, and "I don't know." Significantly more females than males plan to go into health care, and more males than females plan to go into STEM careers, she added.

**Ms. Ruehrwein** reported the key findings of the exit surveys are the discrepancy between what students plan to do and what they actually do, that career plans are made before ninth grade, with Hispanics making career plans later, and the primary reason students report for not completing FAFSA paperwork is they are "too busy." Hispanics are two times more likely to report the highest level of secondary education they plan to complete is a certificate or two-year degree, she added.

**Ms. Ruehrwein** said TVEP plans to continue to collect data and to use the data to target interventions, supports and messaging. The potential to implement the exit survey statewide and analyze trends exists, she said, enabling a deeper analysis of current trends. The organization plans to administer the senior exit survey in 2018 and to assess the workforce development landscape, said Ms. Reuhrwein.

In response to questions from the committee, **Ms. Ruehrwein** said TVEP is looking at administering the survey to eighth-grade students. Also, they plan to add a question to determine if the people who influence postsecondary education plans are positive or negative. The organization plans to discuss externships this month, she said, which provide shorter-term experiences for high school students than internships or apprenticeships. One possibility is to create a portal which pairs students with externships. The discussion will include how externships can be provided without making students too busy to complete FAFSA paperwork, she added. Finances are an important consideration in postsecondary career plans, said Ms. Rehrwein. She said she appreciates the state's help. Ways for students to access postsecondary education must be created, she added. TVEP has hosted FAFSA completion nights and invited parents to work with counselors. Last year, the organization targeted Hispanic Families and made phone calls in Spanish. The event had food and translators, she said. Another way TVEP involves parents is through a third-grade summer reading program, she said. Perhaps the exit survey could also be given to those participants, she added.

In response to questions from the committee, **Ms. Ruehrwein** said counselors, teachers and superintendents are discussing how to include conversations about postsecondary education earlier in school, at the elementary level. Most counselors do not have financial aid training, and TVEP provides that training, she said. She said there is a need to provide more financial aid training for career counselors and maybe for a parent cohort. **Chairman VanOrden** commented that the State Board of Education and State Department of Education might be able to help provide that training.

**Rep. Clow** commented that he thought students who chose to enroll in the military should be counted in the go-on rate. He said thousands of youth attend the Hispanic Youth Summit conducted by Boise State University, and the Magic Valley is planning to conduct a similar event. **Ms. Ruehrwein** said it would not be difficult to implement data collection state wide, and TVEP already has the best practices in place. The critical element in data collection is trust, she added, trust that the data would not be used against the schools. **Rep. Kerby** commented that TVEP could give information to employees of their business partners, many of whom are probably parents. In response to questions from the committee, Ms. Reuhrwein said she thought one way to reduce how busy high school students are is to make career pathways and classes more targeted to those pathways. One place to start is to expose students to careers, she added. Rep. Clow commented that **S 1212** would help with the career plans made in seventh and eighth grades.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 8:38 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
9:00 A.M.  
Room EW41  
Monday, March 19, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Minutes Approval: February 26, 2018 February 27, 2018 February 28, 2018 March 1, 2018 March 2, 2018	

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, March 19, 2018

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) Amador

**GUESTS:** Landen Richardson, Isaac Lee, Eli Miller, Grace Hurst, Liberty Montessori  
**Chairman VanOrden** called the meeting to order at 9:00 a.m.

**MOTION:** **Rep. McCrostie** made a motion to approve the minutes from February 26, February 27, and February 28, 2018, and March 1 and March 2, 2018 as written.  
**Motion carried by voice vote.**  
**Chairman VanOrden** presented **Elliott Lochard**, page for the House Education Committee, with a gift and card from the committee. Mr. Lochard commented on his future goals and his experience as a page.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:05 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Tuesday, March 20, 2018**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Minutes Approval	

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden	Rep Kerby
Vice Chairman McDonald	Rep Cheatham
Rep Shepherd	Rep Amador
Rep Boyle	Rep DeMordaunt
Rep Clow	Rep Moon
Rep Mendive	Rep Syme

Rep Ehardt
Rep McCrostie
Rep Toone
Rep Gannon(5)

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, March 20, 2018

**TIME:** 8:30 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** None

**GUESTS:** None

**Chairman VanOrden** called the meeting to order at 8:32 a.m.

**MOTION:** **Rep. McCrostie** made a motion to approve the following minutes as corrected: March 5, March 6, March 7, March 8, March 9, March 12, March 14, March 15, March 16, March 19, 2018. **Motion carried by voice vote.**

**Chairman VanOrden** presented a gift and card from the committee to the secretary. She wished the committee members a good interim and said future meetings would be subject to the call of the chair.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 8:37 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:30 A.M.  
Room EW41  
Wednesday, March 21, 2018

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#">H 566aaS</a>	Senate Amendment to H566; Charter School Administrators	Rep. Boyle

***If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman VanOrden      Rep Kerby  
Vice Chairman McDonald      Rep Cheatham  
Rep Shepherd      Rep Amador  
Rep Boyle      Rep DeMordaunt  
Rep Clow      Rep Moon  
Rep Mendive      Rep Syme

Rep Ehardt  
Rep McCrostie  
Rep Toone  
Rep Gannon(5)

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, March 21, 2018

**TIME:** 8:30 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/  
EXCUSED:** Representative(s) DeMordaunt

**GUESTS:** Blake Youde, Idaho Charter School Network; Jan Sylvester  
**Chairman VanOrden** called the meeting to order at 8:30 a.m.

**MOTION:** **Rep. Amador** made a motion to approve the minutes of March 20, 2018. **Motion carried by voice vote.**

**H 566aaS:** **Blake Youde** explained the amendments made in the Senate to **H 566aaS**. He said that, in addition to the four criteria for a charter school administrator certificate in **H 566**, the Senate Amendment adds language which requires one of the following criteria: five or more years of experience administering a public charter school; a post-baccalaureate degree and a minimum of five years of experience in school administration, public administration, business administration or military administration; successful completion of a nationally-recognized charter school leaders fellowship; or five or more years of teaching experience.

In response to questions from the committee, **Mr. Youde** said that, of the charter schools which support the legislation, one charter school in Idaho had only one applicant for the administrator position. Another charter school had more than one applicant, but neither applicant had administrator certification. The goal of **H 566aaS** is to allow charter schools to choose the best administrator for their charter school models, said Mr. Youde. **H 566aaS** establishes provisions for charter school administrator certification and does not apply to traditional public schools. The Office of the State Board of Education will address what is a nationally-recognized charter school leaders fellowship in its rule-making process, said Mr. Youde.

**MOTION:** **Rep. McDonald** made a motion to concur with the amendments made in the Senate to **H 566aaS**. **Motion carried by voice vote.** **Reps. Gannon, McCrostie and Toone** requested to be recorded as voting **NAY**. **Rep. Boyle** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 8:42 a.m.

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Representative VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary